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ABSTRACT

In 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled "Biography of a Class." The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo, to provide information about students to faculty, administration, and students, and to contribute to existing research in higher education. The present report offers information on the freshman class of 1966 during their third year at Buffalo. The report is based on student interviews, and includes the students' description of their perceptions of the total university experience, their needs and concerns, and their aspirations and expectations, as well as different perspectives of the environment, as given by students, dropouts, and transfer students. This information can help determine the extent to which the university is fulfilling its objectives, and should be a vitally important factor in future academic planning, organizational changes, and shifts in policies and priorities. (Author/HS)

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A Biography of a Class Study

the university experience

the third year

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interview study 4
1966 freshman class

STATE UNIVERSITY OF NEW YORK
BUFFALO

University Research
Division of Instructional Services

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THE UNIVERSITY EXPERIENCE

The Third Year

1966 Freshman Class

Marilyn A.H. Rott

University Research
State University of New York at Buffalo
1972

I didn't come up here just to get an education, I didn't come up here just for a social life. I think that each year I'm here I realize the potential of the school - the whole college community - as a place for me or a means for me to find out where I'm going, who I am, and each year different things open up and my interests change or else I get new interests and I retain my old ones, but possibly not with the same fervor that I had before. I think it's just an intensification of what I had thought college would be.

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FOREWORD

In 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled Biography of a Class. The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo. The studies are undertaken to provide information about students to faculty, administration, and students, and to contribute to existing research in higher education.

Research was begun with the 1964-65 Freshman Class. These freshmen, and the freshmen of succeeding years,are being studied throughout their University careers and beyond.

Studies incorporate census, biographical, follow-up, sample survey, and interview data. Published studies, as well as a monograph describing the Biography of a Class research project, are available upon request from the University Research office, 316 Harriman Library.

To date, seven series of census reports, collectively entitled Freshman Class Status Report, have been published for the 1964 through 1970 freshman classes as well as the first set of follow-up studies on the 1964 Class and two comprehensive surveys of the 1969 and 1970 seniors. In addition, three interview studies on the 1966 freshmen and one interview study on the 1967 freshmen have also been published.

The following report is the fourth in the series based on interview data from a randomly selected sample of the 1966 freshmen. It is concerned with their reactions to their experiences during the academic year 1968-69, the third year of the interview project.

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INTRODUCTION

Today, universities are being challenged in many ways. Their methods, selection processes, their purposes and functions within society are all being questioned. At the same time, many new demands are being made of the universities: to serve a greater number of students, to widen the varieties of students on campus and to increase the University's services to the larger community. The resources supporting higher education are, meanwhile, becoming more difficult to obtain. Thus beset on all sides by problems and challenges, universities have instituted self-study programs in an effort to describe and evaluate various aspects of the multi-faceted campus environment. A high priority in self-study programs should be an understanding of the interaction between the student and his environment.

The purpose of this report is to help provide such understanding. Our data were gathered from interviews with a random sample of students, conducted in an atmosphere marked by openness and personal contact during the four years following their enrollment at the university. This report is based on interviews which took place during the spring of the third year. It includes the students' description of their perceptions of the total university experience, their needs and concerns, and their aspirations and expectations, as well as different perspectives of the environment, as given by students, dropouts, and transfer students. This information can help determine the extent to which this university is fulfilling its objectives, and should be a vitally important factor in future academic planning, organizational changes, and shifts in policies and priorities.

CHAPTER I

GENERAL METHOD[1]

The design of this ten-year study of students who entered SUNY/B in 1966 provides for five interviews - one in each semester of the freshman year and one in the second semester of the three succeeding years - plus six questionnaires - one in each of the six years thereafter. It is assumed that the myriad, subtle and not so subtle, changes which occur during this period are invaluable to an understanding of the late-adolescent and early-adult years of college students.

Sample

A stratified random sample of 100 students was selected from the approximately 2000 freshmen who enrolled in the State University of New York at Buffalo (SUNY/B) for the first time in September, 1966.

The composition of the original proportional sample is presented in Table 1.1. For the fourth interview, held in the spring of the third year, 87 of the original students[2] responded, 84 by interview and 3 by questionnaire (Table 1.2). Eleven of these students had withdrawn from school (Table 1.3), and seven had transferred to another institution (Table 1.4).

Table 1.1: COMPOSITION OF ORIGINAL PROPORTIONAL SAMPLE

	Men	Women	Total
Residents	21	22	43
Commuters	36	21	57
Total	57	43	100

Table 1.2: COMPOSITION OF FOURTH INTERVIEW SAMPLE

	Men	Women	Total
Residents	19	17	36
Commuters	32	19	51
Total	51	36	87

Table 1.3: COMPOSITION OF DROP-OUT GROUP

	Men	Women	Total
Residents	2	2	4
Commuters	4	3	7
Total	6	5	11

Table 1.4: COMPOSITION OF TRANSFER GROUP

	Men	Women	Total
Residents	-	2	2
Commuters	2	3	5
Total	2	5	7

---

[1] An abbreviated description of the procedure is presented. For a more detailed account the reader is referred to Interview Study 1, *the university experience - the first few weeks*, Chapter 1 and to Appendix A of this report.

[2] Although some interviewees were no longer students at any college or university, for ease of presentation the term "students," used throughout this report, includes those who had withdrawn, unless otherwise stated in the text. Separate references to transferees or drop-outs are made only when their responses differed noticeably from the continuing students' responses.

All students, including drop-outs and transfers, are retained in the sample for the 10-year period. Whether each appears in a given interview sample is a function of his/her availability and willingness to cooperate. As time has elapsed since these students began as freshmen, some students have increased their geographical distance from the University, decreasing their availability. For this fourth interview, five transferees and one drop-out were interviewed by phone and three drop-outs provided written responses to the questionnaire. The other 79 were interviewed in person.

Interview Schedule

The 1969 schedule was expanded from that used in 1968. While nearly all questions from the third interview were retained, new topics and questions were added. On the copy of the interview schedule appearing in Appendix B, the new questions are identified by an asterisk.

Another interview schedule was prepared for use with transferees and drop-outs. While a majority of its questions were the same as for continuing students, several were uniquely applicable to those who had left SUNY/B. This data will be reported in a later attrition study.

Method

All interviews were conducted by one interviewer, thereby eliminating the problem of non-comparability of data or response change due to interviewer differences.

With some exceptions, all students were asked each question on the interview schedule, although not necessarily in a given order. To provide as natural a situation as possible, the interviewer changed the ordering of questions whenever it seemed appropriate. Further, if a student provided an answer to a given question while discussing another topic, he was not explicitly asked that question. In a number of cases, a given student either was not asked a question through lack of time or oversight, or he did not provide a codable answer to the question. This accounts for the fact that many tables are based on fewer than 87 students.

Interviews were tape-recorded, with the knowledge and consent of the student, and transcribed verbatim. References to the student's name, his student number, names of individual faculty members or friends were deleted to insure the confidential nature of the interview. Each transcript was proofread against the original tape to assure accuracy of transcription.

Coding of the data in this interview study proceeded under a new method which is explained in detail in Appendix A.

Organization of Results

The data are presented in three ways. First, impressionistic generalizations are given. Where differences were evident, comparisons of responses of sex/residence groups and student/drop-outs and/or SUNY/B students/transferees and drop-outs are made. Where comparisons with responses from the third interview (in the second year) were possible, they, too, are presented.

Second, to complement these generalizations, tables are presented. Dimensions of students' responses to each question and the percentage of students in sex/residence groups[1] who gave such responses to each question are reported. Data from drop-outs and transferees were not sufficiently different from those of the SUNY/B students to warrant separate tabulation. When minor differences were noted, they are mentioned in the text. These students were not included in three tables and the exceptions are duly footnoted.

In the text an analysis of the responses shown in the tables is provided, calling the reader's attention to sex/residence group differences and similarities and to changes in responses which have occurred since the previous interview.

On the several occasions that responses were too few to warrant presenting a table, information about the nature of those data is presented in the text.

To eliminate the repeated use of percentages in the text, the following terms are used to denote a corresponding range of percentages:

Most = more than 75%
Many = 50% - 75%
Some = 25% - 50%
A few, A number } less than 25%

Finally, to provide interesting and pertinent examples of students' responses, quotations representative of various themes and dimensions are interposed. Quotations were edited only to delete superfluous phrases such as "uh, you know," but not to change the grammatical structure.

Results are presented and discussed by topic area, rather than in the order in which questions were asked.

Interpretation of Tables

The data presented in the tables are reported in the form of the *percentage of students* who responded in a given way. All percentages used refer to the percentages of students who answered a specific question. This method of reporting the data is a departure from that used in the first study on the 1966 freshmen, i.e., number of students. Therefore, the tables in this study and that one are not, in most cases, directly comparable. However, the present method was used in the second and third studies on the 1966 freshmen, making the data from these three studies comparable.

The categories in some of the tables are mutually exclusive; that is, a given student can be represented in one and only one category, e.g., he is either working or not. Most questions, however, allow an unlimited number of responses, e.g., a student may cite more than one characteristic of the University atmosphere or he may have both positive and negative reactions to residence living, and each is coded and reported. Because of this variation, each table includes the total number of responses given to a particular question by each sex/residence group as well as the total number of students who responded to that question. Hence, when several independent responses are possible, the total number of responses will exceed the total number of students. Further, in the case of multiple responses, the percentages shown in categories and/or sub-categories are not necessarily additive and their sum may be more than 100%.

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[1] The following abbreviations are used: RM=Resident Men, RW=Resident Women, CM=Commuter Men, CW=Commuter Women.

When fewer than 87 students are reported in a table, this is accounted for by the fact that a codable response was not given by, or the question was not asked of every student.

Where no student in a sex/residence group gave any responses in a category, the absence is indicated by a dash (-).

Limitations of the Study

To reduce the data to a more manageable form, in many of the tables a given category represents a combination of several related responses. Interpretations of such tables is limited; responses were not evenly distributed within the multiple-response categories. Responses in these categories are generally presented in their rank order, with the most frequent response listed first. In addition, in cases where one or more responses within a given category were given by a disproportionate number of students, this fact is mentioned in the accompanying text. It is also possible that only one student gave all responses in a category.

The data presented do not necessarily include all possible dimensions of the students' viewpoints, but rather those which occured to them without probing. It is possible that had students been asked explicitly about certain issues, there would have been a greater frequency of responses as well as a possibility of more varied responses. Therefore, all percentages should be considered *lower limits* to the number possible, and the dimensions should be considered "restricted," compared to what might have occurred if all students responded to the same issues.

Extensive overlap exists between some of the questions. For example, responses to the question, "What would you like to be doing ten years from now?" are similar to those of the question, "What kind of man/woman would you like to be ten years from now?" Responses to these paired questions were classified under one or the other as carefully as possible but, of necessity, somewhat arbitrarily.

Despite encouragement to be honest in expressing their feelings and assurance of anonymity, it is probable, at least for some questions, that the data are affected by the social desirability factor.

Two additional cautions are in order in reading this study.

First, the reader should *not* make the mistake of assuming that the generalization, "Students felt that...," necessarily implies all students.

Second, because of the nature of the data, statements referring to differences among groups are not based on tests of statistical significance.

CHAPTER II

THE ACADEMIC LIFE

As a major dimension of the total environment at the University, the characteristics of the academic life and the students' reactions to these experiences provide valuable and useful information for administrators, faculty members, and fellow students. The many facets of this complex area--students' feelings about the course work, their particular major area, and the academic competition, their reactions to the faculty and the various teaching methods they have encountered, their interest in establishing closer relationships with instructors and their opinion on proposed academic changes--all add to our understanding of the students' opinions about the direction and nature of their education.

Students approach the academic aspects of the University with different goals in mind--different even from those they held when they matriculated. These changes are reflected in their reactions to their academic experiences as they compare their first two years with their third. Often their responses point up the disparity between their actual and their desired experiences.

Planned Programs of Study

By the third year every interviewee still in school was committed to a specific major; a few of the students were planning double majors. Almost half (48%) of these students, even more than in the two previous years (20%, 39%, respectively), had enrolled in the Faculty of Social Sciences and Administration (Table 2.1). This latest increase may be partially attributable to the 6% who formerly had no preference. On the other hand, it might be attributable to some of those who had formerly been in Natural Sciences & Mathematics (NS&M) (14%, 1968; 6%, 1969). Interestingly, NS&M was chosen exclusively by men the third year. The percentages of students listing preferences in the other undergraduate Faculties were relatively unchanged. Departments in the SS&A Faculty were chosen by the largest percentage in each group in each year except for commuter women, who most frequently (33%) chose majors in the Faculty of Arts and Letters.

Seventy-eight per cent of the students reported they had not changed their major since the previous year; however, 11% of this group were considering a change (Table 2.2). Resident women were most likely (92%) to report no change. Change was more commonly reported by men, especially commuter men (32%).

Among students who explained what had motivated their change (32%), the most common reason was that they were attracted to their new major by the positive influence of or experience with a teacher in that department. Similar to last year, a few changed because they had not been doing

Table 2.1 PLANNED PROGRAMS OF STUDY

FACULTY	% of Students RM	CM	RW	CW	Total
Social Sciences & Administration	61	48	53	29	48
Arts & Letters	11	10	20	33	17
Health Sciences	6	10	7	20	10
Engineering & Applied Sciences	6	21	-	-	8
Educational Studies	-	3	13	20	8
Natural Sciences & Mathematics	17	7	-	-	6
Other (Experimental Ad Hoc)	-	-	7	-	1
Total NUMBER: Students	18	29	15	15	77
Total NUMBER: Responses	18	29	15	15	77

Table 2.2 CHANGE IN MAJOR SINCE SECOND YEAR

DECISION	% of Students RM	CM	RW	CW	Total
NO CHANGE	*77*	*68*	*92*	*85*	*78*
No change since last year	65	61	92	57	67
Considering change	12	7	-	28	11
CHANGE	*23*	*32*	*8*	*14*	*22*
Total NUMBER: Students	17	28	13	14	72
Total NUMBER: Responses	17	28	13	14	72

well in their previous major. Others reported negative reactions to the courses in their former major and expected to find that their new ones were more interesting. A very few students attributed the change to an increased awareness of themselves and/or the opportunities available.

Many of the students (66%), especially commuters (77%), were pleased with their choice of major; indeed, nearly half of the commuters were very enthusiastic (Table 2.3).

SATISFACTION WITH CHOICE OF MAJOR Table 2.3

	% of Students				
RESPONSE	RM	CM	RW	CW	Total
POSITIVE	*60*	*75*	*49*	*80*	*66*
Enthusiastic	35	50	29	40	40
Generally pleased	-	8	14	20	10
Satisfied but definite use not determined	23	8	-	20	13
Obstacles loom ahead but I like it	-	8	7	-	4
NEUTRAL, NON-COMMITTAL	*12*	*8*	*14*	*7*	*10*
NEGATIVE	*30*	*17*	*36*	*13*	*23*
Somewhat dissatisfied	6	4	21	7	9
Unhappy with choice	12	12	14	-	10
Only choice left/locked into it	12	-	-	7	4
Total NUMBER: Students	17	24	14	15	70
Total NUMBER: Responses	17	24	14	15	70

> *I love it. I wouldn't give it up for the world.*
>
> *There's nothing I enjoy as much. The department is really good and the professors - I couldn't find anything I could enjoy half as much.*

Many resident men (60%) regarded their choice of major with satisfaction although 23% were unsure of how they would actually put it to use. Residents, as compared with commuters, were more likely to regard their choice of major with a neutral (10%) or negative (32%) view.

> *I'm sort of sorry I'm majoring in it.*
>
> *I'm in the process of switching right now. I just got sick and tired of it, that's all.*
>
> *I feel like I'm not getting all that I want out of an education. I feel awfully restricted in the program.*

Resident women in particular (36%) were dissatisfied with their choice. This is very interesting when compared with the information regarding change of major. Resident women, as a group had the highest percentage (92%) maintaining the same major from the second to the third year, and none of them indicated that she was even considering changing, whereas 28% of commuter women declared that they were at least thinking about changing. It seems curious that half of the women residents were neutral about or dissatisfied with their major and yet evidently planned to continue with the choice nonetheless.

Attitude toward Courses

When asked if their courses were different from what they had experienced during the first two years, 82% said they were (Table 2.4). Differences were classified in terms of instructional organization, personal reactions to differences, and work, competition and pressure. The largest number (64%) responded in terms of instructional organization. These differences were credited to the change-over to major or elective courses which were chosen by the student and were more directed toward his goals or purposes. Women (87%), including all resident women, were more likely than men to respond in this category.

> *Well, now that I am definitely in the major program, I feel that the classes, as such, have more purpose. They are not just disjointed classes, just taking lectures for some requirement.*

> *...you're getting into deeper things and also we'll be using - the things we are learning now - we'll be using them in our jobs when we graduate from school, so I think they're more interesting*

Some of the students (25%) used the expressions "upper-division or upper-level" courses to express a distinction they felt. This broad distinction included differences not only in student interest and enthusiasm, but also in reduced class size and increasing specificity of course content. These latter two fostered more interaction with professors as well as more demanding and independent work assignments.

THIRD YEAR COURSE DIFFERENCES Table 2.4

	% of Students				
DIFFERENCES	RM	CM	RW	CW	Total
INSTRUCTIONAL ORGANIZATION	*37*	*50*	*100*	*73*	*64*
Courses of own choice or major/more definite purpose, enthusiasm	6	21	25	54	24
More student involvement: discussion, papers, independent study	6	21	17	9	15
Less general, more specific, specialized	20	4	25	9	13
Smaller classes, able to know professor better	6	-	50	-	11
PERSONAL REACTION TO DIFFERENCES	*33*	*17*	*25*	*54*	*31*
More interesting	20	8	8	27	15
Instructors better/fewer T.A's/more interested in students	6	8	8	18	10
Glad to be done with requirements	6	4	8	9	7
WORK, COMPETITION AND PRESSURE	*12*	*27*	*16*	*18*	*20*
More difficult	-	18	16	18	13
Less competition/less emphasis on grades	12	8	-	-	7
NO DIFFERENCE/NOT MUCH DIFFERENCE	*6*	*23*	-	*9*	*11*
CONTINUED NEGATIVE	*12*	*41*	*8*	-	*7*
Total NUMBER: Students	15	23	12	11	61
Total NUMBER: Responses	16	24	20	17	77

Well, now I'm in the upper-division courses, it's a lot closer, a lot smaller. Classes are small and the teachers try to know you. They make an extra effort to meet their students and everything.

But as far as the upper-division courses I have taken, I think that they go into much more depth...than 100 or 200 level courses. It's almost like night and day.

During the second year, the largest percentage of students (39%) described course differences in terms of their personal reactions to them. In the third year almost as many (31%) responded in this general category: fewer said that their classes seemed more interesting (33%, 1968; 15%, 1969), others that their teachers seemed better (5%, 1968; 10%, 1969).

> *I think better instructors naturally are in your upper-level courses. Like 100 level - mostly, I would say are graduate students, whereas now, you get the really good guys.*
>
> *I've found a lot better teachers so far. You feel like you are doing something. You start getting some good marks on tests. They either know it so well that they don't have to prepare ahead of time or they prepare so well that at least it's sensible and organized - which is a real big change I found.*

Unlike the second year, fewer students (38%, 1968; 20%, 1969) described course differences in terms of work, competition and pressure. This did not seem to be because they were unconcerned with the difficulty of their work but rather that the real news in the third-year differences was the more noticeable change because of upper-level, major area courses.

When some of the students were asked directly about the difficulty and work requirements, many of them (63%) said the work was harder to keep up with or more demanding but concomitantly more interesting (Table 2.5). Another 7%, simply described it as very difficult. However, increasing challenge and work in the upper-level courses was not necessarily seen as a negative aspect.

> *14 papers last semester and about 10 this semester. They are a lot tougher, a lot tougher. They're a higher level of courses and they expect a lot more.*
>
> *I didn't think I'd like to have to go out on my own and sit in the library and thumb through all the indexes looking for periodicals and all this, but you can go at your own pace, and if you get interested in something, you can stay with it.*
>
> *I can see that the teachers are putting more reliance on having the students involved in the course - more discussion.*

Sixteen per cent of the students, especially resident men (30%), were finding the work easier than before, but another 14% described their courses as being the same difficulty as the first two years.

THIRD YEAR COURSE DIFFICULTY AND WORK REQUIREMENTS Table 2.5

	% of Students				
EVALUATION	RM	CM	RW	CW	Total
HARDER	*50*	*77*	*73*	*57*	*63*
More demanding: require thought, self-effort but more interesting, do it willingly	40	46	36	43	40
Harder to keep up than first two years/ more work	10	46	45	36	35
EASIER THAN FIRST TWO YEARS	*30*	*15*	*18*	*21*	*16*
SAME AS FIRST TWO YEARS	*20*	*8*	*9*	*21*	*14*
VERY DIFFICULT	-	*23*	*9*	*7*	*8*
ABOUT WHAT I EXPECTED	*10*	-	-	*7*	*5*
Total NUMBER: Students	10	13	11	14	48
Total NUMBER: Responses	11	17	14	19	61

Academic Competition

Only a few interviewees (11%) did not feel academic competition at the University during their third year here (Table 2.6). Of all groups more resident women (20%) indicated a lack of academic competition.

> *I think getting something out of a course is more important than getting a good grade.*
>
> *I don't think it's competitive because I do my work at the last minute and I get really fine grades.*

Some students (33%) said that whether or not it was generally academically competitive here, they did not choose to be part of any competition, but worked only to satisfy themselves. They felt it was up to the student himself to decide how important the grade was — and then compete or not. This reaction was expressed by nearly half the women (48%) but by only 21% of the men.

> *...when I wanted to compete it was competitive. When I didn't want to compete it wasn't competitive.*

Table 2.6 ATTITUDE TOWARD ACADEMIC COMPETITION

	% of Students				
ATTITUDE	RM	CM	RW	CW	Total
YES	*70*	*67*	*27*	*56*	*56*
Stimulating/challenging/part of a good education/good university	15	40	6	44	29
Very competitive	21	30	6	19	21
Creates pressure/depressing at times, especially because of certain groups/ cheating can result	15	16	26	25	21
Over-emphasis on grades & curves/teachers create competition	37	16	13	37	16
More than previously/majors are very competitive/no one will settle for "C"	40	9	6	12	14
Less than previously	5	3	-	-	2
MIXED	*15*	*27*	*53*	*44*	*33*
Not a challenge/I am at ease with it	10	16	40	25	21
You can make the choice/I don't compete, depends on how I feel/the grade is not the important part of the course	5	16	20	25	15
NO	*15*	*6*	*20*	-	*11*
Total NUMBER: Students	19	30	15	16	80
Total NUMBER: Responses	31	50	24	33	138

> *It's competitive. There's curves... but I guess it's up to the individual. If you're really struggling it's competitive--if you're coming along okay, it's not competitive.*

> *It doesn't affect me. I work as I work anyway. Competition only affects me to the point that it has already affected me and I don't feel like I am achieving unless I get a good mark,...*

A majority of interviewees did feel it was academically competitive here and had expected it to be so. Indeed, 29% of all the groups found it to be stimulating or challenging and saw it as a criterion of a good university or a necessary part of a good education. Commuters especially (41%) gave this response.

> *But I think it's good. It keeps the University as a University with fairly high standards. If you let anybody in just to get by, it won't make for a good University with a good reputation.*
>
> *But I think that competition is good up to a point. It sort of gives a healthy air to the atmosphere. It sort of helps stimulate everybody as long as it's not really cut-throat.*

Other students compared the competition they had experienced during this third year with previous years; some (14%) found it to be more, very few (2%), less than before. Resident men especially (40%) reported an increase. During their second year 25% of the resident men had reported that they did not find it competitive, but this percentage dropped to 15% in the third year. One observation given was that there was greater competition among fellow majors than there had been in their general classes.

> *In the introductory courses I don't think so, but now that I'm in my major, I think it is pretty competitive because everybody there wants to get a good mark - it's their major ...they chose it because they were good in it.*

Over a third of the students deplored both the pressures of competition and ever-present emphasis on grades and curves, neither of which they felt was conducive to real learning. The over-emphasis on grades and curves which kept up the competition especially concerned resident men and commuter women (37% each).

> *It's a stupid system, though...A lot of teachers come in and say, "I'm sorry, but some of you will get A's and some of you will get F's and that's the way the curve runs no matter how well you do. Some of you will get F's." And to me that's absurd and I see no reason why people have to flunk out of college.*
>
> *I think that the main emphasis at this school is on the marks that you get, and that this is all that people are interested in - is good marks.*
>
> *I think that you should be encouraged to learn and not have this hatchet over your head all the time 'cause it makes you very uncomfortable.*

Unlike last year, more women (22%) than men (12%) mentioned the tensions, depression and even cheating which accompany academic competition.

> *...unfortunately I have to keep my average up. So therefore, I see myself forced into this competitive thing which I really don't like because it's adding pressure on me...*

> *It's a course that gives...the impression of competitiveness. During the last test I noticed a couple people cheating and a couple people being helped and I was getting very, very furious and I know some of the other people who noticed it did.*

Attitude toward Faculty

Although the general reaction of third-year students toward faculty was positive (44%), the proportion so responding was noticeably smaller than the previous year (66%). More third-year men than women (48%, 36%, respectively) had positive reactions, including 20% of the total group who were very pleased and enthusiastic about the SUNY/B faculty (Table 2.7).

> *I think all the teachers I've had this year are really good...It's amazing. They have sense of humors like everybody else, and they're not afraid to just stop and have you ask questions and they're interesting. They don't stick to their notes all the time. They bring in more contemporary things. They talk about things that are happening to relate to what they are going over in class.*

> *Most of them I think are good. Some are better than others obviously, but - and they're concerned about the students and if you have any problems you can go and talk to him about it.*

The decline in positive reactions was counterbalanced by an increase of mixed responses (21%, 1968; 40%, 1969). It was very difficult for students to generalize their attitude toward faculty. Their answers almost immediately became specific in terms of a teacher with whom they had had a particular experience - either good or bad. In many cases, a student made both positive and negative comments either about a given faculty member or in reference to different faculty members. These answers were classified as mixed responses.

Thirty per cent of the students, although expressing some dissatisfaction with faculty, had a predominantly positive response whereas only a few (10%) had predominantly negative feelings about the faculty.

> *I have good and bad...it seems like we get the better teachers as we go along in school. The closer you get to graduation the better the teachers are.*

GENERAL ATTITUDE TOWARD FACULTY Table 2.7

ATTITUDE	% of Students				
	RM	CM	RW	CW	Total
POSITIVE	*50*	*46*	*40*	*33*	*44*
Superlative or very positive	25	18	20	20	20
Positive	25	28	20	13	24
MIXED	*38*	*32*	*40*	*53*	*40*
Predominantly positive	25	28	27	33	30
Predominantly negative	13	3	13	20	10
NEUTRAL/DON'T KNOW THEM	*13*	*9*	*7*	*13*	*10*
NEGATIVE/DON'T LIKE FACULTY	-	*3*	*7*	-	*3*
PREFER TEACHING ASSISTANTS	-	-	*7*	-	*1*
Total NUMBER: Students	16	28	15	15	74
Total NUMBER: Responses	16	28	15	15	74

> *In the freshman and sophomore year they were terrible, but now - Well, they do get down a little bit more to specifics. I think they could do better, because some of the faculty members are fantastic - a couple of them - and those that are - that way you can judge just who are good faculty members and when one isn't. The ones I had in my freshman and sophomore year - they were just completely uninterested in what they were teaching and you could tell.*
>
> *This semester I have three good professors and one poor one, and last semester I had the same guy - the poor one again. I had some really good professors though. Really he's about the only one this year I found I didn't really like.*

When students were asked about how they rated the competency of the faculty, the most frequent response (61%) was that all were very competent in regard to subject matter; another 28% said that most of the faculty were well-informed and knowledgeable in this regard. Only a few (10%) felt that not every teacher was adequately prepared in his subject (Table 2.8).

Table 2.8 FACULTY COMPETENCE

COMPETENCE	% of Students RM	CM	RW	CW	Total
KNOWLEDGE OF SUBJECT MATTER					
Very competent, all know subject well	55	75	46	53	61
Most are competent	39	18	54	13	28
Some are, not all	5	7	-	26	10
Teaching assistants are not	-	-	-	6	1
Total NUMBER: Students	18	28	13	15	74
Total NUMBER: Responses	18	28	13	15	74
ABILITY TO COMMUNICATE					
Most are able to communicate	39	42	54	13	38
Faculty is very good at communicating	11	19	46	53	29
Some can; some can't	27	38	-	26	24
Many can't communicate or don't in lectures	22	4	-	-	7
Some have no desire to try to communicate	-	4	-	6	3
Total NUMBER: Students	18	26	13	15	72
Total NUMBER: Responses	18	26	13	15	72

> *I think all the ones I've been in contact with know their particular area very well...*

The second aspect of competence, ability to communicate, received a more varied response but still the predominant response (67%) was that all or most of the faculty were able to communicate well with students.

> *As a matter of fact, the word should be excellent as far as communicating with students and I think all of them are. I would rate them from good to very good in that feeling* [sic].

However, about a third of the students described problems they had experienced with some professors' inability to communicate well.

> *One of the things that kills me a lot of times is the people who are really brilliant and have this fantastic mind, they just can't put it across.*
>
> *The only way that they are a little undercompetent is that they know the material so thoroughly that they think you're going to grasp it just the same. Which you probably don't, but if you have a problem and you ask them, they will explain it in your own terms.*
>
> *...he must be really one of the best ones here as a professor, but again, he doesn't seem to communicate that well with students. He knows his material, that's for sure, but - he would write a book better than he could teach I think, 'cause that's how he presents it. I think he must either read it or he's got it down so pat that he he's almost got it memorized. He gets up in front of the class and he just rattles off all this information.*

It is dismaying to notice that even after almost three years on campus, 10% of the students remained neutral or did not feel they know the faculty well enough to venture a general opinion about them.

> *I've been with the faculty for three years now and I suddenly realized that I didn't know any of them... They get up in front of the class, they lecture and they leave the room at the end of it.*
>
> *I haven't had much contact with them this year. I'm in four courses all of which are big lecture courses...and you don't get much contact with them.*

Relationship with Faculty

Students' responses to the inquiry about their relationships with faculty were divided into three general categories: Non-Academic, Academic and Major Department Relationships. Non-academic relationships, i.e., social/personal interactions were defined by the interviewer as "talking to [faculty] outside of the classroom about something other than the subject matter they are teaching you." Academic interaction was described as including interchanges after class or in the instructor's office about academic material: classroom discussions, questions or papers. The third level of semi-academic interaction described a cluster of experiences cited for the first time in the third year: Major Department Relationships. These interactions with faculty centered around a shared interest in an academic area and included opportunities to meet and mingle with faculty at meetings, lectures and coffee hours, They were partly academic and partly social. The totals for four major headings in Table 2.9 are mutually exclusive; that is, a given student was coded in the category representing

Table 2.9 STUDENT-FACULTY RELATIONSHIPS

	% of Students				
RELATIONSHIP	RM	CM	RW	CW	Total
NON-ACADEMIC: SOCIAL/PERSONAL	*39*	*37*	*41*	*33*	*38*
Interaction on-campus	38	44	58	46	46
Interaction off-campus: spontaneous	22	4	8	20	13
Interaction off-campus: planned	5	4	16	13	9
MAJOR-DEPARTMENT RELATIONSHIPS	*16*	*25*	*41*	*20*	*25*
ACADEMIC: CLASS AND OFFICE	*33*	*18*	*8*	*20*	*21*
See professor in office about academic matters	38	22	52	53	41
Continue talking after class	11	22	16	13	15
Seek identification by the instructor	5	–	8	6	5
NO RELATIONSHIP: CLASSROOM ONLY	*11*	*18*	*8*	*26*	*17*
Haven't tried, but feel relationship possible	–	7	–	–	2
Haven't tried, relationship not possible	5	–	8	6	5
Total NUMBER: Students	18	27	12	15	72
Total NUMBER: Responses	41	57	32	39	169

the most involved level of interaction that (s)he had achieved in the third year. Subcategories are not mutually exclusive; a student who has a personal relationship with one faculty member might also report academic interaction with several others. In this case (s)he would be coded in both subcategories.

Most (83%) third-year students reported having some out-of-class interactions. Most frequently (38%) this was a non-academic relationship; they knew some of the faculty personally or socially, meeting with them on or off-campus in planned or spontaneous activities. The percentage of third year students reporting these non-academic relationships was greater than in the second year (23%).

> *I don't deliberately meet them except in their offices, but the teachers that I have become more friendly with, I know that you can stop at their office any time. You can just stick your head in and say, "Hi," or "I'm miserable," and then if we run into them in the Rathskeller, we can just sit down and stay for another hour, hour and a half or so, and they're just great.*

A difference from second year became evident when students described relationships. Students' involvement in major departments in their third year resulted in a new kind of student/faculty relationship - and a new category, Major Department Relationships. One-fourth of the interviewees, resident women most of all (41%) and resident men least of all (16%), reported such interactions. Departmental meetings, lectures or coffee hours afforded students greater opportunity to mingle informally with faculty in their area. In addition, third-year students reported that one of the differences found in upper-level courses was the smaller class size which allowed for increased interaction and promoted knowing and being known by more members of the faculty.

> *I know the whole History Department, the teachers - and they are the biggest department. I have coffee with them every once in a while and what have you. So, I'm very pleased about that.*

> *I'm in a lot of small classes, I feel reasonably close to all the teachers and...I've really felt there's been interaction.*

> *So I know them very personally. I've been at their house and stuff like that and I think just the smaller the class the more you get to know the teacher.*

Academic relationships were reported by one-fifth of the students, especially resident men (33%). These students sometimes stopped after class to pursue the class discussion or ask questions, or they sought out the professor for help in his office. Women were especially likely to approach faculty in their offices (52%) as opposed to after-class interactions.

> *I went to see him in his office to get my paper. We talked about paper writing and my paper in particular, and I was talking to him about what I thought about the course in general, so we talked for about 15-20 minutes...*

> *I used to go up to him after class and discuss some things.*

Only 17%, fewer again than previously (49%, 1967; 26%, 1968), said they had no relationship with faculty, that they saw them in class only. These were most likely to be women commuters (26%), least likely women residents (8%).

> *I've always thought of a teacher as a teacher and you don't really talk to a teacher, that's all. You talk to them but you don't really get to know a teacher and it's like a wall I've always built up - not his fault.*
>
> *I've never had a teacher who has tried to culture* [sic] *any relations with any of the students, aside from the classroom.*
>
> *Well, for one thing, I don't really have very much extra time to go chasing after friendships. I don't know. I'm pretty busy and most of the time - and I don't have time to come up here and just sit around talking...And then, too, they're busy, too. They would have to see something in me, also, on a person-to-person level and there's just not enough time to do that with every student.*
>
> *Sometimes I don't have the confidence or I just don't feel like making overtures to start relationships with teachers.*

Desired Relationship With Faculty

In the third year, students were more loquacious about possible relationships with faculty (89 responses 1968 vs. 129 responses 1969). More than in the second year (52%), most students (80%) indicated that they would welcome the idea of becoming better acquainted with some faculty - getting to know them on a personal basis (Table 2.10). However, they were not entirely sure it was really feasible or necessary.

> *Yes, I'd like to find out how they feel on things that are happening around campus and pertain to things that are happening now.*

A desire for a more limited relationship which would be academically oriented but in addition to the classroom interaction had been expressed last year by 46%, but in the third year by only 30%. Of course, by third year many students, perhaps most of those who were interested, had achieved such academic relationships.

DESIRED RELATIONSHIP WITH FACULTY Table 2.10

	% of Students				
DESIRED RELATIONSHIP	RM	CM	RW	CW	Total
MORE CONTACT DESIRED	*76*	*89*	*77*	*73*	*80*
Generally positive toward more personal relationship	33	48	46	59	48
Depends on individual/would like to know the interesting ones	28	22	38	26	28
Positive toward social relationship, feel it possible if only I took the time	22	7	23	6	14
Would like to know them, meet as social equals	22	7	-	13	11
LIMITED RELATIONSHIP DESIRED	*29*	*33*	*23*	*33*	*30*
See them out of class to discuss major field/academic matters	11	18	8	20	15
Would like the in-class relationship to be friendly,would be helpful in class	11	11	8	13	11
Recitation teacher relationship more likely	5	4	8	-	4
NO RELATIONSHIP DESIRED/POSSIBLE	*29*	*48*	*38*	*33*	*39*
Prefer an impersonal relationship, personal aspect unnecessary/prefer to know only in class	11	18	15	20	17
Social relationships at the undergraduate level aren't possible: age and rank too different	11	11	15	13	12
Don't think professors want to be personal: they prefer formality	5	15	8	6	10
Personal relationship might blur roles and hamper learning	11	4	8	-	6
Don't think students want personal relationship/some I wouldn't want to know better	-	4	8	-	2
Total NUMBER: Students	17	27	13	15	72
Total NUMBER: Responses	22	49	24	27	129

> *There's been a few professors that I have met in the last year, who I have talked to quite a bit more during class time about subject matter. I think on one occasion I talked to a professor about something different. I don't even have him ...It was only because he impressed me quite a bit last semester. I would like to have sort of a friendship with him in terms of learning from him, without having a course. But again, the age difference is - He's probably in his fifties. I guess it's just hard to have the same social interests.*

Although most third year students wished for opportunities to try a social relationship, some either did not want any personal contact (17%) or did not think it was possible (22%). Some of these students preferred an impersonal relationship 17%, or they were afraid that friendship might blur roles and hamper learning (6%). Others commented on age and rank differences preventing friendship (12%) or did not think that faculty would welcome the idea of closer association with students (10%).

> *A teacher-student relationship, as far as it concerns me, is an objective relationship - I'd just as soon he didn't know what I looked like. There should be no chance for subjective prejudices to creep in. But many of the professors are interesting people and as such I'd like to know them. But not when they are my teachers. I think it puts too much of a strain on both them and myself.*

> *Most of them are older than I am, so - I really couldn't see how outside of school I would have anything in common with any of the people. They all have their lives, I suppose.*

> *I really don't know if the teachers want this, either, at least in my...department. I'm really not sure that they do.*

> *...when you go to talk to a professor, they make it very clear that they are very busy men. I mean, it's not that they are trying to push you away, but they want you to get to the point. ...they try to hurry - get you to the point, what you're really there for and I don't think that you could talk about incidental things or personal things. Unless you wanted to go in and talk to him about such-and-such a graduate program or whether this would be a good thing to take or whether this is a good university. They'd help you out in that sense, yes, I think.*

Reaction to Proposed Academic Changes

Interviewees still on campus were asked how they reacted to academic changes proposed for September, 1970. The proposals included changing from a standard load of five three-hour courses to four four-hour courses, being able to elect Satisfactory/Unsatisfactory grading for up to 25% of a student's course work and a modification of the basic and distribution requirements.

Regarding the four-course load, 36% of the students made only positive comments (Table 2.11). Much of this reaction had to do with the smaller course load lessening the demands on a student's time so that (s)he could go more deeply into a subject, learn more and do better with courses (s)he was taking.

> *By reducing the course load, it should make it easier to concentrate on a particular subject without having to spread yourself out so thin that you don't do well in any of them.*
>
> *With four courses, you have plenty of time for everything...I think grades would be improved and I think the actual learning would be improved and you wouldn't have exhausted students, which is what five courses does.*

Resident men especially (73%) reacted positively to this proposed change. Resident women, however, were the least enthusiastic group; 42% negatively viewed this change. Commuter women were also more negative (33%) than either of the male groups; furthermore, one-quarter of the commuter women were unaware of or felt unaffected by this proposed change in course load.

> *As of now I just don't like it because you're too limited in what you can take, 'cause there are so many requirements and there are also electives that people want to take. You just don't have the room for it now.*
>
> *It hinges on whether the teachers decide to give more work with each course because you're only taking four courses. It could be very good.*

As to Satisfactory/Unsatisfactory grading option, the students reacted to this with greater enthusiasm; 68%, more residents (84%) than commuters (54%), had only positive comments and another 17% mixed positive with negative comments. Much of the reaction depended on the student's purpose for taking the course. If it were an elective, just to explore an interest or to fulfill a dull requirement, then S/U grading was seen as a positive benefit for the student. If, however, the course was a part of the student's major or was to be counted toward graduate school, it was considered unwise to exercise the S/U option.

Table 2.11 STUDENT OPINION ON PROPOSED ACADEMIC CHANGES

	% of Students				
REACTIONS	RM	CM	RW	CW	Total
FOUR COURSE LOAD					
Positive comments only	73	56	25	42	36
Negative comments only	13	8	42	33	20
Both positive and negative comments	-	16	25	-	11
Not affected/not aware of differences	7	8	8	25	9
Other	7	12	-	-	6
Total NUMBER: Students	15	25	12	12	64
Total NUMBER: Responses	17	30	20	13	80
SATISFACTORY/UNSATISFACTORY GRADING					
Positive comments only	86	50	82	58	68
Negative comments only	7	27	-	16	15
Both positive and negative comments	14	14	18	25	17
Not affected/not aware of differences	-	4	9	-	3
Other	-	9	-	-	5
Total NUMBER: Students	14	22	11	12	59
Total NUMBER: Responses	20	28	16	18	82

But in your electives, I think it would be great because then you would just be working to do satisfactory work rather than worrying about your cumulative average or your Dean's List or anything like that.

I think it gives you more of an option to branch out into different things that you normally wouldn't take, because you are afraid that you are just going to destroy your total average by taking it.

For major courses I'd say grading, especially for the students who want to go to graduate school, it's necessary, I'd say.

The only group registering a sizable negative reaction was commuter men (27%). Overall 15% of the students had a negative response to this proposed change.

> *You'd need a way of ranking people. I mean that's the way the world is run. That's how we got in here --is by being ranked and you can't rank them if everybody has all passes. So it makes it difficult, I think, and unfair to the good students, really.*
>
> *I don't think there needs to be any revision in the grading. I think the kids who are anxious to have pass-fail are the ones who are just going to get C's anyways.*

It is interesting to note that in reacting to the four course load, men were more favorably inclined than women; to the S/U grading option, residents were much more enthusiastic than commuters.

Few students discussed the modification of basic and distribution requirements, but the six who did all reacted favorably to this proposed change.

Vocational Plans

Surprisingly, in the second semester of their third year, as in their freshman year, the single most frequent response of the interviewees (26%, 1966; 25%, 1969) was that they were undecided about their vocational goal (Table 2.12). Of all groups, resident women were most apt to be undecided (37%, 1969). The most popular occupational field, both then and now, was teaching (20%, 1966; 25%, 1969). Women especially were working toward this goal either at the elementary/secondary level (31%), which especially attracted resident women (37%), or at the college level, which attracted 16% of the commuter women but no resident women. Twelve per cent of the men also intended to become professors.

> *I realized that what I would most want to do with it [major] - if everything worked out perfect - would be to teach it in a university and do research also. Right now it seems that would make me the happiest although that's rather ambitious. You'd probably have to go all the way up - I'd have to go all the way to a Ph.D.*

Second to college teaching for commuter men (14%) were dentistry (11%), engineering (11%) and law (11%). For resident men, dentistry was the single most popular choice (20%), followed by engineering (11%), business (11%), and college teaching (11%).

Table 2.12 PLANNED VOCATIONS

VOCATION	% of Students RM	CM	RW	CW	Total
Undecided	16	28	37	21	25
Teacher	5	-	37	26	15
Professor	11	14	-	16	11
Dentist	20	11	-	-	7
Engineer	11	11	-	-	6
Business: accountant/administrator/ entrepreneur/secretary	11	7	6	5	7
Lawyer	5	11	-	-	5
Medicine: doctor/nurse/technician	5	-	-	11	4
Veterinarian	5	4	-	-	2
Occupational/Physical Therapist	-	4	-	5	2
Pharmacist	-	7	-	-	2
Bio-Chemist	-	-	6	-	1
Government	-	-	6	-	1
Librarian	-	-	-	5	1
Psychologist	5	-	-	-	1
Tool and Die Maker	-	4	-	-	1
Housewife only	-	-	-	11	2
No formal occupation	5	-	6	-	2
Total NUMBER: Students	19	28	16	19	82
Total NUMBER: Responses	19	28	16	19	82

A variety of occupations were listed by the rest of the students. Two commuter women indicated they planned to be housewives exclusively, and two residents, one man and one woman, said they had no plans to engage in any formal occupation. A more complete discussion of students' future plans is presented in Chapter VII.

CHAPTER III

PERCEPTIONS OF THE UNIVERSITY ENVIRONMENT

According to one psychological theory, behavior is a function of human perception. Specifically, an individual's behavior is dependent upon his perceptions of himself, perceptions of his environment, and the interaction of these two. To know how students perceive the university environment, how they think it affects their maturing, and what changes they think would help make the experience more meaningful is to have information about some of the elements influencing their behavior. To that extent their behavior can be better understood.

This knowledge can serve a second purpose. Since students' perceptions of the environment reveal the influences or pressures students experience, the congruence between these perceived influences or environment and that which is intended by the university can be evaluated. Ideally, they should agree.

Atmosphere

Students' descriptions of the atmosphere at the University were organized under categories whose titles and definitions are based on C. Robert Pace's College and University Environment Scales (CUES).[1] Pace's five scales are: *Practicality*, *Propriety*, *Scholarship*, *Community*, and *Awareness*.

> *Practicality* refers to a university or college environment that emphasizes organization, material benefits, enterprise, social activities. Operation within the established system and supervision of students by the faculty and the administration characterize the environment, and, in general, a vocational collegiate orientation appears to prevail.
>
> *Propriety* reflects a conventional, considerate, polite environment where group standards of decorum are observed but demonstrative, risk-taking is noticeably lacking.
>
> *Scholarship* denotes a serious emphasis on intellectuality, high academic achievement, and a vigorous pursuit of knowledge.
>
> *Community* is characterized by a friendly, congenial, cohesive atmosphere. The whole campus, including both faculty and students, is a community where group welfare and loyalty are important.

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[1] Pace, C. Robert, College and University Environment Scales, Technical Manual (2nd Edition; Princeton: Educational Testing Service, 1969) p.11.

> *Awareness* emphasizes expansion or growth through the search for personal, aesthetic, and political meaning. Concern for self-understanding and personal identity, for an awareness of society, world events, and the welfare of mankind, and for an appreciation of aesthetic stimuli is evident. In addition, dissent, questioning, nonconformity, and expressiveness on the part of the students are advocated.

Most responses could be placed within one of the five categories. The rank order of the five categories, based on the total number of students indicating the presence or absence of each aspect, was *Awareness* (60%), *Community* (41%), *Propriety* (36%), *Scholarship* (14%), and *Practicality* (12%) (Table 3.1).

Most of the students were interviewed during campus disruptions in spring, 1969, so that their descriptions of atmosphere were heavily influenced by the current events and may not represent the way they would have described it during most of their third year.

> *Right now I think it's sort of changed since a couple of weeks ago. Like people, well, the teach-ins and various protests...You feel that there is more of an interest in everything that goes on...whereas before I was sort of convinced that nobody really cared much about anything...*

Awareness. When describing the SUNY/B atmosphere, more students (52%) indicated the presence of *Awareness* features than any other aspect. Men were more likely (62%) than women (37%) to report such characteristics, and these reports were more frequent than they were the second year (45%). The percentage of commuter women so responding remained the same, but that of resident women declined 11%.

Some of these students (31%), few commuter women (6%) but almost half the commuter men (45%), cited the freedom and liberal atmosphere which they felt encouraged openness and self-expression, uninhibited by fears of what others might think.

> *I just have this feeling of freedom going around here. Everybody is just doing what they want to do, and that the faculty is trying to keep everything under control, but they're trying to let the students have a voice... I feel it's a good atmosphere. If you want to do it, you can do it. You have the opportunity to do a lot of things and it's just up to you.*
>
> *Liberal and about as close as you can get to radical as possible*

A similar percentage described the University as an exciting place to be - there was a lot going on with new issues coming up and change occurring all the time.

> *It's a very exciting atmosphere in the social and in an activist-type sense. I mean social and political sense. In that sense, it's very exciting. Academically, the atmosphere is - It's not like the type of atmosphere where you sit down and consider things deeply and think a lot before you act. It seems to be more of an action campus. It's not one of these ivy-covered like Harvard or something like that. It's not really like that. It's more of an activist campus.*

A few of these students commented that the campus atmosphere was changing at an increasing pace. Since in the second year only 21% gave responses in this category (vs. 31% the third year), these students may have been reflecting either a real ongoing change in the atmosphere or an increased awareness on their part. Resident men and commuter women (47%) were more likely than resident women and commuter men (17%)to mention this aspect.

> *But now with the war and all the protests against the war and with the student unrest, like taking over Hayes Hall this year and everything, every year it's something different.*
>
> *I think it's changed a lot. I think that last year and even last semester, everybody was so apathetic - you just drag around all the time, and I think that since this whole business with the [student] strike and all that's started, that people are really sort of more involved in the university and what's going on. I think it's good change. People should be interested.*
>
> *...The atmosphere? It's definitely one of change and movement.*

The diversity of people on campus, noted last year by 16%, was mentioned in the third year by few students (4%).

> *It's rather cosmopolitan. There's so many different types of people here. I guess you have three main types. People from New York City, people from New York State and people from foreign countries. It seems to be polarized that way. You don't have a cross-section of America, you have a cross-section of the world plus New York State but not America.*

Only a few students (8%), mostly resident women (21%), indicated an absence of *Awareness* features. In particular these students felt that students here lacked spirit and tended to be apathetic or reactionary.

Table 3.1 DESCRIPTION OF THE UNIVERSITY ATMOSPHERE

	% of Students				
CHARACTERISTIC[a]	RM	CM	RW	CW	Total
AWARENESS[b]	*69*	*62*	*57*	*44*	*60*
PRESENCE:	69	59	36	38	52
Liberal, open, uninhibited, free to be yourself	31	45	29	6	31
Lots going on, exciting/progressive, changing, less apathetic/always new issues	50	20	14	44	31
Politically oriented/active	13	-	7	-	4
Wide variety of people, many different groups	6	-	7	6	4
University should be the center of unrest/criticism	-	3	-	-	1
ABSENCE:	6	3	21	6	8
Apathetic/lack of sprit	6	3	14	6	7
Reactionary - most students don't change	-	-	7	-	1
COMMUNITY	*31*	*27*	*57*	*62*	*41*
PRESENCE:	25	14	29	13	19
Warm, friendly/relaxed, secure	25	17	21	13	19
Cooperation among groups/communication between people	-	3	7	-	3
ABSENCE:	6	17	29	50	24
Cold, impersonal, unfriendly	6	7	14	44	15
Set groups and cliques/division among types of students	-	7	14	-	5
Nobody really cares about anyone else/ two-faced people	-	3	-	19	5
Large, crowded campus/very little atmosphere	-	3	-	6	3

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[a] Pace, C. Robert, College and University Environment Scales, Technical Manual (2nd Edition; Princeton: Educational Testing Service, 1969) p. 11.

[b] See p. 27-28 for definitions.

(Continued on next page.)

DESCRIPTION OF THE UNIVERSITY ATMOSPHERE (Cont'd.) Table 3.1

CHARACTERISTIC	% of Students RM	CM	RW	CW	Total
PROPRIETY	*44*	*41*	*28*	*31*	*36*
PRESENCE: (None)	-	-	-	-	-
ABSENCE:	44	41	28	31	36
Tense/hectic	31	10	-	6	12
Radical voice overwhelming the majority/frightening	6	14	14	13	12
Troubled/unrest, dissatisfaction present/drug culture	6	10	14	13	11
Increasingly angry and militant/ politically rebellious	6	14	7	6	9
Confused	13	-	7	6	5
SCHOLARSHIP	*19*	*16*	*6*	*19*	*16*
PRESENCE:	25	16	-	19	15
Lots going on/wide range of courses, well-rounded/interesting faculty	19	6	-	6	9
Great emphasis on academic learning/ grades	6	6	-	6	5
Specified parts of campus conducive to learning (Ridge Lea, etc.)	6	3	-	6	4
ABSENCE:	-	-	6	-	1
Less scholarly, more hippie	-	-	6	-	1
PRACTICALITY	*12*	*7*	*21*	*12*	*12*
PRESENCE:	3	-	-	-	1
All the students are sophisticated, from New York City	3	-	-	-	1
ABSENCE:	6	7	21	13	11
Different from the real (adult) world/childish behavior	6	-	14	6	5
Student independence from restrictions	-	7	7	6	5
Total NUMBER: Students	16	29	14	16	75
Total NUMBER: Responses	37	54	27	35	153

> *I think there's more of a reactionary atmosphere here now [after student strike] than a rebellious one. I think most students are more reactionary and want to keep things as they are.*
>
> *The apathy is the state of this University. Just nobody cares. That's why a thousand radicals can run this place because there's nothing in the moderate [position]...the majority of the University are moderates. There's simply nothing exciting about their position. So they never get excited about anything. They just sit around and tell people not to interrupt their classes.*

Community. Although *Community* ranked first in the descriptions of second-year students, it ranked second (41%) in the third-year description of the atmosphere. Of the five dimensions this was the only one in which the responses were about equally split between the presence (19%) and absence (24%) of such characteristics.

The feeling of a sense of *Community* was only slightly less the third year (19%) than the second year (27%), but the report of a lack of *Community* this year (24%) was considerably less than the previous year (40%). During the first year, many of the initial reactions had had to do with feeling lost, alone, lacking identity and friends on a large, impersonal campus. Some of these feelings seem to have persisted into the second year. As might be expected, with each succeeding year fewer students noted an absence of *Community*--perhaps because they have developed some relationships or, not having developed them, have left.

Of those who mentioned this characteristic, women (40%), especially commuter women (50%), more frequently than men (13%) described SUNY/B as lacking a sense of *Community*. For example, 15%, mostly commuter women (44%), said that this university was cold and impersonal or unfriendly.

> *It's hard to make lasting acquaintances because you have these big classes and you meet people and then, even in the small classes, sometimes people just don't talk. I mean, you can see people and the next semester, after they've been in a class with you all last semester, you see them, and you don't even know them; you don't say hello or anything. It's - I guess it's really hard to make a lasting friendship, I think.*
>
> *It's unfriendly. In a classroom, people very seldom make a move to talk to each other. This was brought out very dramatically to me a couple of Saturdays ago. I came to my philosophy class and there were about six kids that showed up and it was a quarter after and the teacher hadn't come and everyone was sitting spaced off at a proper distance and the teacher--He said,*

> *(Cont'd.) "What happened before I came?" He did come about 20 after. He said, "Did you people talk to each other? You were all in the same situation, did you communicate?" and the answer was no. The most communication was - I turned around at a quarter after and said, "Well, are you kids going to leave?" But that was all. It was just a very business-like question and that's how it is in most classes.*

A few commuters, but no residents, also commented on the size and crowding of the campus, saying that there was very little atmosphere, or that no one really cared about anyone else, and indeed people were sometimes false in their personal dealings. Commuter women in particular (19%) described the absence of caring about others.

> *It's so impersonal. Well, it was when I began. Now you get into it more and you know more people and all that, but it's still like they really don't care.*

> *I'd say it's an atmosphere where people are going about what they have to do and that's just about it. There's no particular atmosphere.*

On the other hand, approximately one student in five (19%) reported that (s)he felt a sense of *Community*. Residents (27%) were more likely than commuters (13%) to describe this aspect of the atmosphere. They reported finding people on campus to be warm and friendly which resulted in their feeling relaxed and secure.

> *I'd say it's friendly for one thing. I don't know - you feel at ease around here. You don't usually feel pressed, I mean, where you're forced to do things. You have a choice you can make.*

> *As a whole, it's a general friendly atmosphere. In two of my classes there's like a committee of people - Suppose you take a midterm, the people that get A's can help out the other students that didn't do so well and this is all voluntary. They don't have to. I think overall it's a friendly atmosphere. People get along.*

Propriety. No students reported the presence of characteristics of *Propriety* either the second or third year. However, slightly more than one third (36%) of the students indicated an absence of *Propriety*, i.e., the presence of demonstrative risk-taking behavior at SUNY/B during their third year. This was true of more men (42%) than of women (30%). For these students, the atmosphere was tense, frightening, troubled and increasingly militant. Some (12%) felt that the radical voice was overwhelming the majority opinion, i.e., protestors were attempting to take over and run the school for their own ends.

> *I wish for an easy-going university where I could come and learn, as a student who comes because he's interested and learns because he's interested. Learning seems to have been superimposed by some other superior goal in the minds of somebody, which has broken the campus, students, faculty, into fragmented minorities. You can't talk about something to somebody without their temper flaring. Nobody will listen to anybody else's viewpoint. It's a loss as far as I'm concerned for a learning experience.*
>
> *I think it's tumultuous now because of everything that's going on, but I think that the groups are coming closer together, realizing that they have to work for a common means and by breaking windows or by having the State Police called in or something that's not going to do it.*
>
> *I wish it was different. I don't like it how it is. I don't like the idea that a small handful of students are a nucleus and people are just gathering around and listening to them, and they're so loud that they sound like they are the majority of the students, when they're really the minority and people are getting that type of view of this school. That's what I don't like and the rest of the kids just sit back and do nothing...I guess I wish people would get up and move and do something.*

It should be kept in mind that these interviews spanned the spring 1969 campus disruptions,[1] which might help to account for the near doubling of such responses from the second year when only 18% indicated an absence of *Propriety* as a feature of the SUNY/B environment.

Scholarship. During the second year 24% had described environmental features having to do with the presence of *Scholarship;* however, in the third year only 16% did so. Again it should be remembered that spring semester, 1969 was a very difficult time for pursuit of academic interests. No resident women mentioned the presence of *Scholarship* characteristics; resident men, the largest group to do so (25%), noted especially the many interesting events and people available on campus.

> *I enjoy the atmosphere in the sense that there usually are a lot of things happening and there's some interesting faculty, in the...department,...those are the people I see most of and the fact that it's a big university gives it variety.*

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[1] Ryba, G. Student Reaction to Campus Disruption: Spring '69. State University of New York at Buffalo: University Research, 1970.

A few students also noted an emphasis on *Scholarship* and learning, sometimes in specified parts of the campus, for example, Ridge Lea or the Engineering building.

> *People are up here for an education and they're more geared to scholastic things and academic pursuits, I think, than in other schools like Syracuse which has more party feeling. But now it seems that the kids are even less that way and they're more...hippie and everything to show their so-called maturity or their so-called intelligence and I think that for the most part this school - the people try to look like they're hippies and I really can't identify with it.*
>
> *There is a difference in that I think this campus has recreational facilities and that. The other one [Ridge Lea] is more academic, if you can use the term academic. It's more - serious over there about what they're doing. Of course, over there it's mostly upper division because the graduate schools are over there, graduate students in philosophy and the upper level 300 - 400 level courses. So there obviously is more dedication.*

Only one student mentioned a lack of *Scholarship*. She felt the atmosphere was less academically-oriented in comparison to what it had been.

Practicality. Aspects of the environment which had to do with *Practicality* were noted by only a few of the students (12%), about half as many as in the second year. Only one student, a dropout, perceived a socially-oriented atmosphere. He found it more sophisticated than he had expected.

As in the second year, 11% cited examples which defined an absence of *Practicality*. A difference from last year was noted, however. In the second year, 26% of resident women had reported a socially-active environment; none did so in the third year. On the contrary, 14% did comment on the immaturity of their fellow students or the childishness of campus social activities. Another 7% mentioned freedom from regulation and supervision, which obliged them to exercise personal responsibility.

> *Unusual atmosphere - manifested by the students themselves mainly; somewhat by university policy. I thought a lot of it was childish and many of the students seemed to be rebelling merely because they were free of parental control.*
>
> *Your freedoms are numerous and you can do whatever you want to do, really. I mean your restrictions are so slight. The dorm hours are, like on weekends, they're open-house and you really have so many freedoms.*

Summary

A number of differences between the second- and third-year descriptions of the atmosphere were evident. In the third-year the emphasis shifted from those aspects which characterize *Community* to those which characterize *Awareness*. There was also a definite increase in students' comments about the lack of *Propriety* features and a decrease in comments characterizing *Practicality*. Since most of the interviews were conducted during the period when the campus disruptions of 1969 occurred, it is a matter of speculation whether or not these descriptions of the atmosphere are attributable to the temporary dislocation of regular routines and events.

It was interesting, however, that of the eleven students who had dropped out, six revealed a negative attitude toward the people and atmosphere on campus and said they felt very different from what they assumed the activist students on campus were feeling.

> *As for the things you're doing today, that they've started, the militants and taking over halls and things like that - that's not right. I don't approve of that - that's not right. I don't approve of that at all. I feel that people like that are detrimental to the University and should be dismissed.*

University Environment and Student Maturity

Asked whether they found the University environment conducive to their maturing, similar to the second year, 78% responded affirmatively; 18% felt that some aspects facilitated maturing while others hindered it. Only 4% responded negatively (Table 3.2).

> *Just every way, even just living in the dorms. Just in the courses, relationships I've had with the teachers and with my friends, and the responsibility of living alone and choosing courses and finding things out for yourself. Just in every way.*

> *Yes and no. You don't have the parental authority, but you still have the comfort of knowing that you're in a little niche which is very warm and you don't have - I don't think you have - the pressures of the normal adult.*

Unlike the previous year, more commuters (80%) than residents (70%) found it to have a maturing influence. Further, no commuters, but 12% of the residents, said that at least some aspect of the environment was not conducive to their maturing; this was also different from the second year. To account for these findings, it is conceivable that whereas the University environment had exercised a greater impact on residents while they lived on campus, by the third year many of them had moved off-campus and reported that the wider environment gave a different perspective.

> *I kind of wonder about [whether] being on the University [campus is] maturing or not. When I lived on campus you never left campus. You were just in the University atmosphere and when you left, I mean, when you went home or something you felt like you were in a foreign country or something. I know the thing that did most for me was getting off campus, getting on my own, more responsibility and that.*

The characteristics of the University environment which students felt were conducive to their maturing fell into four broad categories: Individual Responsibility and Freedom, Liberalism and Diversity, Intellectual Aspects and Interpersonal Experiences.

Similar to the previous year, 43% of the students said that the University afforded them the opportunity to exercise Individual Responsibility, especially in decision-making. They felt that living away from home, the size of the school, and the absence of restrictions both in and out of the classroom gave them a chance to become self-sufficient and to develop a sense of personal responsibility.

> *I'd say you can't go through four years of college, even at a small University or a smaller place and not have to mature. You meet too many situations out here. There are so many things thrown at you and you are meeting new responsibilities all along the line and there's no way of escaping it.*
>
> *Living away from home and having to make my own decisions within the dorm. I've also with this business - this new morality, the drug business - I have to make my own decisions, what am I going to do, exactly who am I going to associate with and what do I believe in - that sort of thing.*

Fewer students the third year (39%) than the second year (47%) mentioned the Liberalism and Diversity of the University. This decrease was observed among the responses of commuters but not residents. For commuters (25%) the most important aspect of Liberalism and Diversity was the exposure to numerous and diverse ideas, people, and activities. They valued the opportunity to exchange ideas, to question previously accepted values, to meet many new people, and to have numerous and varied options open to them. Often the diversity was assumed to be directly related to the size of the school

> *...there's so many things around that you are bound to be exposed to in one way or another, to personal relationships and institutional and various activities you get into, they're at a more responsible level probably than*

Table 3.2

ENVIRONMENTAL CHARACTERISTICS OF THE UNIVERSITY RELATED TO MATURING

	% of Students				
CHARACTERISTICS	RM	CM	RW	CW	Total
ENVIRONMENT IS CONDUCIVE TO MATURING	*68*	*82*	*71*	*84*	*78*
ENVIRONMENT IS NOT CONDUCIVE TO MATURING	*11*	*-*	*14*	*-*	*4*
CONDUCIVE IN SOME WAYS; NOT CONDUCIVE IN OTHERS	*21*	*18*	*14*	*16*	*18*
CHARACTERISTICS CONDUCIVE TO MATURING					
INDIVIDUAL RESPONSIBILITY AND FREEDOM:	*47*	*36*	*50*	*42*	*43*
Being on my own/lack of restrictions/ away from home	47	36	50	42	43
LIBERALISM AND DIVERSITY	*42*	*32*	*43*	*39*	*39*
Exposure to numerous and diverse ideas, people, activities	16	25	14	25	21
Stimulation to take a stand/decide what kind of person you are	16	7	28	16	15
Total environment/experience in general	26	14	7	-	13
INTELLECTUAL ASPECTS:	*26*	*32*	*14*	*21*	*25*
Being encouraged to think, question, become more broadminded, liberal	21	25	7	21	20
New ideas, information/more aware	5	11	7	11	9
INTERPERSONAL EXPERIENCE:	*21*	*14*	*7*	*37*	*20*
Getting along withor dealing with people, faculty, peers/maturing with others	21	14	7	37	20
Would mature anywhere/doesn't affect that much/education means change	10	4	28	16	13

(Continued on next page.)

ENVIRONMENTAL CHARACTERISTICS OF THE UNIVERSITY RELATED TO MATURING (Cont'd.) Table 3.2

CHARACTERISTICS	% of Students				
	RM	CM	RW	CW	Total
CHARACTERISTICS NOT CONDUCIVE TO MATURING					
ENVIRONMENT:	*26*	*7*	*14*	*5*	*13*
Environment is artificial, sheltered, unlike the real world	26	7	14	5	13
INTERPERSONAL EXPERIENCES:	*5*	*4*	*7*	*11*	*6*
Immature or childish people or activities slow process/work would be more maturing	5	4	7	11	6
INDIVIDUAL RESPONSIBILITY AND FREEDOM:	*5*	*7*	*-*	*5*	*5*
Wasn't for me/mistakes too expensive/ living on campus might be maturing	5	7	-	5	5
Total NUMBER: Students	19	28	14	19	80
Total NUMBER: Responses	43	47	28	37	155

(Cont'd.) those you may have been with before. And in order to operate at a level where there is a certain amount of responsibility, you have to maintain interpersonal relationships with various people - all different kinds - and in order to do that successfully it sort of takes a certain amount of maturing on the part of your attitudes. You have to become slightly more open-minded and more flexible, and I think that has got a lot to do with maturing.

I'd say up to the time I got here I led a real sheltered life, really and just the fact of meeting and being at a university where there are all kinds of different people - that's done me a lot of good. You must realize that people are all different.

Residents, women more frequently (28%), reported another aspect as conducive to their maturing, that of being stimulated to define their opinions and attitudes. This was a new response in the third year. The need to articulate values seemed to have been made even more necessary by the campus events, discussions and teach-ins that were occurring simultaneously with some of the interviews.

> *I think now with a lot of things happening on campus, people are being forced to take an opinion, to decide where they stand, what their ideas are, justify themselves. It's very important in forming your ideals, of what you're going to be, where you're going to stand, what kind of person you're going to be.*

Men were not as specific about the aspects which were helping them mature; for some of them (residents 26%, commuters 14%) it was the whole environment and total experience that contributed to their increasing maturity. Only one woman gave this global a response. In the previous year, this response had been given more frequently by commuters (17%) than residents (9%). Of increasing importance in the third year were Intellectual Aspects of the University, mentioned by one-fourth of the students. Some students (20%), but few resident women (7%), described the University as a place where they were encouraged to think, question and become more broadminded and liberal in their outlook. A few also reported the benefit of gaining new information and ideas and becoming generally more aware.

> *...the atmosphere in general of a university - where people are trying to learn and trying to get insight into things and see what's going on and figure out who they are. That in my opinion would help you mature. It helped me mature.*

> *I noticed one thing the kids around here have that they don't have at a small university in particular is a certain awareness. ...Kids around here that have really gotten into learning and stuff - rather than learning for some sort of a vocation or something, where they've really gotten into just learning things and the learning experience.*

As in the previous year, a number of students (20%) found their Interpersonal Experiences to be a factor in maturing. This included establishing friendships and interacting with peers and faculty which in turn led to learning about people and improving interpersonal skills. This was noticeably less important to resident women this year (33%, 1968; 7%, 1969). However, 37% of commuter women, compared with 17% the previous year, reported this characteristic as conducive to their maturing.

This difference in women's responses from the previous year might be accounted for by the residents having been exposed, through living with peers, to sufficient interpersonal experiences during their first two years to make it a less important feature for them this year, while commuter women, who have been less involved on campus and more apt to be employed,[1] were continuing to find interpersonal experiences contributing to their maturing.

> *There are so many different people here. You learn to accept other people for what they are and just look at them and you see other people different from you and you just accept them, and I guess, in a sense, that matures you.*
>
> *Dealing with people. Understanding, seeing things, how people might react - many ways. I don't even know how to describe it. Accepting other people's hang-ups are, things like that.*

There were also a number of students (13%), especially resident women (28%), who felt that their college experience *per se* didn't really have that much effect on increasing maturity since the passage of three years is in itself a maturing process.

> *I think you would mature anywhere. Just in the passage of four years, especially 18 to 21 or so, that's sort of the span where you do.*
>
> *I think that yes, because I'm away from home and I've got to make my own decisions and I've taken on responsibilities here. But the thing is, anywhere, I think, I would have done this. I went away from home knowing, wanting to become more mature. So I think that would have been any environment.*

Characteristics cited as being non-conducive to maturing were grouped into three categories: Environment, Interpersonal Experiences, and Individual Responsibility and Freedom. Resident men especially (26%) considered college to be an artificial or sheltered environment. A few students also felt that people and activities here were by their very nature immature, and were unlikely to be conducive to maturing (6%); for some the atmosphere of responsibility and freedom led to mistakes which were too expensive to be constructive.

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[1] See Student Involvement... p.50.

> *It's school, it's four years before you do anything that you're going to have to do. There's very little responsibility. I mean this work is nothing. It's a lot of junk and it's not the responsibility you really have in life, such as working and trying to hold down a job or something.*
>
> *Socially, it's kind of like college students' escapism. I mean, what we do for good times here are these rock-and-roll things, that kind of thing. I don't know if that's really helping me mature.*

In general, however, most of the students were satisfied that the University environment had contributed to their increased maturity.

How the University Experience Can Be Made More Meaningful

Students were asked if the University could be made more meaningful for them and what they might suggest to improve it. Nearly two-thirds (64%), about as many as in the previous year (68%), replied that the experience at SUNY/B could in fact, be made more meaningful (Table 3.3). Further, many of these students provided suggestions which they felt would enhance their experience. Some of them said that the changes should be in themselves. On the other hand, there were some students (28%) who said that the experience could not be made more meaningful. Like last year this response was given by more resident women (40%) than any other group, but all groups showed an increase. Most of these students did not explain why it could not be more meaningful. A few (5%), however, declared it already was meaningful and so were unable to suggest any improvement of an already successful situation.

> *I can't think of any, really. I seem to be satisfied in what I'm doing and the people I'm with and everything. I never thought of anything different.*

Another 5%, compared with 15% last year, said that many opportunities were available on campus and that it was up to the individual rather than the school to render the experience meaningful. Furthermore, the University could not be expected to do anything for those students who were not interested in school and/or did not want to be here.

> *I really don't know how it could be made more meaningful because it's all within yourself, how sensitive you make yourself to what's going on and how much meaning you give it yourself.*

> *(Cont'd.) I mean, it's not the institution, although a more liberal institution like this is nice.*
>
> *No, I think that if there were ways - If I wanted it to be more meaningful - there are enough opportunities so that I could do it myself by going out and pursuing interests that would be meaningful to me or make new acquaintances or doing community work or something like that. I think that if I wanted something with more meaning I would go out and seek it myself.*

This year, for the first time, several students (8%), indicated that they couldn't determine the meaningfulness of the University experience at this time. They seemed to want to have its value certified by subsequent events before they themselves could consider it meaningful. Possibly they viewed their University experience only as preparation for life rather than having any intrinsic merit of its own.

> *If I graduate nice and get into Dental School - that would be meaningful to me, if I was able to do well enough to do that in this school.*
>
> *I need a test - like going out to work or even being alone on my own - totally.*

Most of these students were three-fourths of the way through their undergraduate experiences; their replies tended to indicate that they regarded the experience as nearly over. They did not anticipate changes which could significantly affect them for the remainder of their time at SUNY/B.

SPECIFIC SUGGESTIONS. Suggestions for improving specific campus facilities and atmosphere were generally not repeated this year. For the first time, some students (33%) said that changes in themselves would make the University experience more meaningful. Interestingly, no commuter women gave responses having to do with self-change. Other students (33%) described academic changes, and a few gave suggestions for improvement of social aspects of their experience.

Self. A few students (16%), including one-fourth of the commuter men, said that the experience could have been or would be more meaningful for them if they become more involved and made an effort toward more active participation on campus. Three of the commuter men thought living on campus would facilitate their involvement.

Table 3.3

HOW THE UNIVERSITY EXPERIENCE CAN BE MADE MORE MEANINGFUL

SUGGESTIONS	% of Students				
	RM	CM	RW	CW	Total
YES, IT CAN BE MADE MORE MEANINGFUL	*65*	*72*	*54*	*60*	*64*
SELF-CHANGES	29	45	47	-	33
Become more involved, outgoing/live on campus	12	24	13	-	16
To have achieved increased maturity sooner	12	21	27	-	13
Become more goal-directed/work harder	6	7	7	-	5
ACADEMIC	29	34	20	46	33
Less emphasis on marks/less academic pressure	18	21	7	-	13
More relevance in courses	6	10	7	20	11
Wider choice of courses/fewer requirements/improve major requirements	18	14	7	7	11
Smaller classes/more discussions/better teaching/advisement	-	14	-	20	8
SOCIAL	6	3	7	20	8
Friendlier attitudes and atmosphere	6	3	7	13	7
More activities on campus	-	-	-	13	3
Less impersonal atmosphere/smaller school	6	-	7	-	3
OTHER	12	7	-	13	8
Could be but don't know what to suggest to make it so	6	3	-	13	5
Eliminate draft or change the system	6	3	-	-	3
UNDETERMINED	*6*	*7*	*7*	*13*	*8*
Can't determine if meaningful now/need to leave campus to test it	6	7	7	13	8
NO, IT CANNOT BE MADE MORE MEANINGFUL	*29*	*21*	*40*	*27*	*28*
Experience could not be made more meaningful	24	7	27	20	17

(Continued on next page.)

HOW THE UNIVERSITY EXPERIENCE CAN BE MADE MORE MEANINGFUL (Cont'd.)

Table 3.3

	% of Students				
SUGGESTIONS	RM	CM	RW	CW	Total
Don't feel any lack/meaningful now	6	7	-	7	5
Up to individual to utilize the opportunities here	-	7	13	-	5
Total NUMBER: Students	17	29	15	15	76
Total NUMBER: Responses	20	41	21	18	100

> *I guess it's a part of me, myself. I don't know. I'm basically shy and I don't really get up and go into things. I'll observe but I won't put myself really into it. I guess if I wasn't that kind of person it would be a lot better.*
>
> *I think possibly getting into some of the activities on campus would be a little bit more meaningful, because you would meet some people and get some different ideas. Even if you don't agree with them, it's something different.*

Other self-changes were described by 12% of the students, especially resident women (27%). With the perspective of hindsight, these students described personal characteristics or added maturity which they would like to have had as entering freshmen and which, they felt, would have let them be more open and receptive and which might have made their experience here a more meaningful one.

> *I feel that this year has made up for lost time in the last two years. I feel the first two years I was sort of stagnated. I had a really difficult time adjusting. I can look back at it now and realize that. I don't think I realized it when I was a freshman. It [SUNY/B] would have been much more [meaningful if] I would have started earlier.*

> *I could have been more mature to accept new responsibilities and freedom. I also could have been more determined and inquisitive, but most of all more interested.*

This retrospective self-analysis was especially frequent among students who had left this University. Of those eighteen, 66%, in contrast to 9% of those still enrolled here, reported a wish that both they and the experience here might have been different.

> *Well, if I could use hindsight, I think I might have stayed away from some of the people that I did, but they would be just as likely to say that about me. We were in cahoots and frankly wanted nothing to do with school at the time, and you make it easier for yourself to drop out by associating with others who think along the same lines.*

A few others (5%) felt that if they were more goal-directed they would derive greater benefits from their educational experiences.

In general the students advocating self-changes, and those who said only an individual could make his experience more meaningful to himself, saw the campus as having many possibilities and opportunities, including academic and extra-curricular activities, and a wide variety of people to relate to and learn from. For this reason they were critical of their own lack of initiative and came to realize that experience, to be meaningful, cannot be passively accepted but requires that the person engage in significant interaction with his environment. One third of the group, then, saw a symbiotic relationship of person and environment.

Academic. In the third year 33% of the students had suggestions for improving the academic area. This percentage was similar to that in the previous year, except among commuter women (18%, 1968; 46%, 1969). In both the second and third years, the students most frequently suggested changes in grading policies. In the third year they also discussed the effect of competitive pressure and the emphasis on marks. Some felt that less pressure would permit them to have a more meaningful University experience. They would prefer to relax and enjoy learning rather than having to strive for marks. Further, they felt that a let-up in the pressures of work would permit their increased participation in non-academic campus activities.

> *It's the grading system again. If you're not concerned and preoccupied with grades, then I think you'd get more out of the lectures in the class. They would be more like seminars rather than lectures, and I think people would be more - well, I would be anyway - more uninhibited as far as classes and outside work.*

> *I just wish you could get it so school wasn't pressing, where you had to get so much done at a certain time and you must have so many hours now or else you're going to be behind again. I suppose it does get you used to having problems but still, I think education should be something you can enjoy too, not something you have to do.*
>
> *Well, in a way, there are a lot of things I would like to do, but because of my course load, my study, I'm forced to study more and cannot get out into the environment. Whereas, like philosophy, English, sociology majors have more time on their own to go to discussion groups, speeches in the Fillmore Room, things like that.*

Other suggestions for academic improvement concerned the content of courses and the choice of courses and requirements in the various programs. Eleven percent, especially commuter women (20%), wanted greater relevance in course material. Another 11%, more men (15%) than women (7%), desired a wider choice of courses and a modification of department requirements.

> *I have a feeling if some of the reforms go through which would possibly change some of the actual courses and eliminate certain problems like eco* [economics] *courses, the actual academic part might be more meaningful. I think there's probably room for a good amount of improvement as far as the meaningfulness of some aspects go.*
>
> *In my education part of my experience, I think they could make the disciplines overlap more, if you didn't have to worry about these silly departmental lines and stuff. I think that this is what they are trying to get away from now, but I think that this would make it a lot more valuable in the educational sense.*
>
> *And if the departments would be a little more sympathetic with their majors. They just throw anything at us, and the garbage we have to take is ridiculous. So I think that if they showed they cared a little more we would be better off.*

Contrary to last year when more residents (22%) than commuters (4%) so responded, a few students (16%), all of whom were commuters, felt that decreasing the size of classes and encouraging more interaction between students and teachers would be a good idea. They also urged improved teaching and advisement as ways to make their experiences more meaningful.

> *If classes were cut in size. I think a lot of classes could be more meaningful if they were longer than fifty minutes, and if they were smaller.*

> *Better professors for one thing, and more involvement in classes - where they just don't come in and read you a lecture and leave. But I think if students get more involved in and this is - mostly I blame it on professors, I think. They don't really care whether the students are involved or not in the course. I don't know. Something more on the line of the discussion groups in courses and smaller classes maybe, would help.*

Social. Fewer students this year (8%) than last (16%) suggested ways to facilitate social experiences and help provide greater interaction among people. The previous year's suggestions came exclusively from men; this year's came primarily from women commuters (20%).

> *I guess it would be more meaningful for me if there were more events happening on campus that I could go to - things like movies and concerts and things that I really enjoy and meet other people with the same interests.*

In connection with increasing social opportunities, a couple of students suggested that the general atmosphere could be improved if the school could be smaller and less impersonal.

> *If it was a smaller school. If there was more contact between people.*

Indeed, the implication of impersonality on this large campus was part of a number of criticisms of the University experience. Whether students suggested that courses could be made more meaningful via increased teacher-student interaction or that a student could have a richer experience by becoming more involved in campus events, they tended to be expressing a desire for a stronger sense of community, a sense of belonging and caring about each other that would humanize the University experience.

On the other hand, one student was of the opinion that the challenge of an imperfect environment was conducive to self-improvement and character development. Therefore, she preferred no changes in order to make the experience more meaningful.

> *I suppose in the sense that some of the aggravation and things could have been circumvented, but the teacher was very fond of saying a little adversity helps all of us and maybe it does...Maybe there are easier ways but sometimes it's a value to work to find them, to do a couple of things the hard way...So sure there are things that could have been fixed, but I'm not convinced that it would have been better.*

It is hoped that faculty members and administrators will approach these specific suggestions of the students with a comprehension that goes beyond the specifics to the general, end results which the students are implying would make their University experience more meaningful.

Involvement in Extracurricular Activities

Extracurricular activities, including participation in organizations and attendance at campus events, were of interest to many students in the third year. More than half reported being involved with organizations, and three-fourths said they attended various events available on campus. Residence appeared to be a factor in participation in organizations, more residents than commuters being so involved. However, it did not seem to have an effect on attendance at campus events.

As in the previous year, half of those students still enrolled at SUNY/B were involved in some campus organization (Table 3.4). Differences among the groups' participation continued to be, at least in part, a function of residence. Whereas 65% of male residents participated in organizations, 65% of male commuters did not. Similarly, 69% of female residents but only 46% of female commuters participated. As in their second year, both groups of women participated more in campus organizations than did the men.

> *I've spent some time with Commuter Council, which I think is helping everybody around here. Because it's really difficult for the commuters to get to know everybody and this way we get to know each other and then there are kids from the dorm who come. It's difficult for us because, everybody sort of condemns us, because they say, "You just come to school and go to your classes and then you go home just like a high school student." But, sometimes we're just forced to do that and I think this organization is really helping because everybody is getting to know everybody else and I think this is good.*

The most popular campus organizations, in order of decreasing frequency, were professional clubs, political activities, social fraternities and sororities, and organized interest groups, e.g., ski club.

Extracurricular campus events attracted a greater percentage of students (75%) than did organizations; 30% reported that they attended events regularly.

Table 3.4 STUDENT INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

ACTIVITY	% of Students RM	CM	RW	CW	Total
Organizations: *Participation*	*65*	*35*	*69*	*46*	*51*
Professional club or fraternity	11	20	20	29	19
Political activities: student/civic	17	4	33	21	17
Social fraternities or sororities	28	8	20	-	14
Organized interest groups	11	4	27	14	13
Volunteer work - via campus or non-campus groups	11	4	20	-	8
Sports	17	12	-	-	8
Creative arts	6	12	-	-	6
Campus religious organizations	6	-	-	7	3
Events: *Attendance*	*83*	*72*	*67*	*79*	*75*
Concerts, plays, movies, lectures & readings	66	48	60	79	61
Sports events	45	56	7	7	33
Teach-ins, demonstrations spring, 1969	11	8	7	7	11
Dances, mixers	-	4	-	-	1
Total NUMBER: Students	18	25	15	14	72
Total NUMBER: Responses	31	30	30	25	116

Most popular were concerts, lectures, plays, and movies on campus which were patronized by 61% of the students.

> *I go to the movies here and I go to the concerts and the exhibits in the Union, like the art exhibits.*
>
> *...that's one of the most fantastic things on campus, Just take last semester, I got to so many of the things.*

The next most popular activity was sports events, attended by half of the men but only 7% of the women. Eleven percent reported participating in teach-ins and demonstrations which occurred in spring, 1969.

> *I don't know how many teach-ins I went to - probably about ten - and it's interesting because in classes you don't get to see too much what other students think.*

When asked how they felt about their involvement in these activities and organizations, half of the students regarded them as an important aspect of college experience.

> *A person has to do things and meet people and just know what's going on, I guess, to get anything out of going to school.*

Another 36% commented favorably on the social and recreational aspects of the activities.

> *I like it, because I like the people that are on the committee. We're all friends and we can all work very well together...*
>
> *Now I'm starting to get active again and I find my life being more interesting and I'm not being overwhelmed by boredom, the way I used to feel.*

Twenty-six per cent said extracurricular activities were valuable as a source of personal growth, broadening their outlook and experience.

> *I'm very active and I keep on taking responsibilities that I don't think I'm capable of handling in the beginning, but I force myself into them just to prove to myself and I end up doing a pretty good job, and just the idea of knowing that I accomplished what I wanted to accomplish and satisfied 35 other people while doing it, makes me feel good and gives me more a sense of pride in myself and a sense of confidence in myself. It's a good thing - it gives me other interests. It gives me other things to think about. It sounds stupid, but it makes me a well-rounded person.*

Twenty-one per cent reported that their extracurricular experiences had some relationship to their vocational aspirations.

> *The Community Aid work I guess had contributed to me because it helped me decide - or sort of made me think about - what I really wanted to do.*

Their responses indicated that one-fourth of the students were very active in leadership roles in the organizations. Another 41% attended regularly but were not actively involved in leadership. Thirty-one percent reported increased participation in campus activities this third year; 19% reported the same amount, and 16%, a decrease in either the number of activities or the amount of time spent. Several reasons were mentioned for not participating in activities on campus. One fifth of the commuters, but no residents, cited the demands of work and/or marriage.

Other reasons included the demands of study (10%), and transportation difficulties in returning to campus (7%). The latter reason was reported only by males, both commuters and residents who had moved into apartments. Nine per cent expressed a lack of interest.

> *Between work and travelling back and forth, there's just absolutely no time for it.*
>
> *This University really isn't that big a part of my life, as far as that's concerned. The academic part is, but the rest of it isn't.*

Employment. The trend toward increased student employment continued during their third year. Forty-five per cent of the students who remained at SUNY/B were employed, compared with 40% during the second year, and 29% their first year. During both second and third years 7% were considering working or looking for a job. Similar to the first two years, more commuters (62%) than residents (33%) were working (Table 3.5).

The increase in the percentage of employed students was evident in all four groups. A noticeable change, however, occurred among the commuter women, 69% of whom were working during their third year, compared with 44% the second year. Of those students who were working, residents were more likely to be employed on campus (80%) than were commuters (21%).

Ten per cent of the third year students, all commuters, worked more than 20 hours a week. More frequently students (12%), especially commuter women (23%), worked 11-20 hours per week.

During their second year, no students reported that working was financially essential, but in the third year 44% of those employed (22% of the total group) reported that they had to work in order to remain in school. This included 28% of the commuters but only 13% of the residents.

> *Right now, financially, I couldn't be in college if I didn't work. So I'm compelled to work, and I think my marks are suffering because of work. Socially, there are times when I think I could go out, but I'm just too darn tired.*

Of those who were employed during this third year, 38% reported that it interfered in some way. However, among those not working, 66% felt that working would interfere if they did hold jobs. Although nearly a third (31%) of those not employed felt that working would interfere academically, only 12% of those employed reported that it actually did so. Very few (12%) felt that work interfered with their social life. Indeed, among those students who were working, 44% reported that the major side benefit of working was its social aspect,e.g.,being out among people and/or social life with co-workers.

STUDENT EMPLOYMENT[a]

Table 3.5

EMPLOYMENT	% of Students RM	CM	RW	CW	Total
Not Employed	*59*	*42*	*77*	*31*	*55*
Not employed	47	38	69	23	43
Not employed but seeking/considering employment	12	4	8	8	7
Was employed but is not now	18	4	-	-	6
Employed	*41*	*58*	*23*	*69*	*45*
1-10 hours per week	6	12	-	15	9
11-20 hours per week	12	8	8	23	12
More than 20 hours per week	-	23	-	8	10
More than one job/hours variable	6	12	15	23	13
Total NUMBER: Students	17	26	13	13	69
Total NUMBER: Responses	17	26	13	13	69

[a] Includes only students enrolled at SUNY/B in spring, 1969.

> *It gives me a chance to get out and meet people and make friends, but not only that, when I went to this new job, it was a lot easier for me to meet people.*

> *You meet interesting people. Well, I know a little about human relations. You work with a lot of guys there and some of them go to school, too. You go out and do things together.*

Eighteen percent found their work enjoyable or interesting, and another 12% said the work was providing experience in their chosen vocational field.

> *I work in the Physical Therapy Department - that's what I'm majoring in. So that helps a lot. I've learned quite a bit there - the practical side of it.*

Nearly a third (32%) of employed students made neutral or negative comments about having to work.

> *It's just for part time, to give me a hand with money because I need it.*
>
> *It's just a job. It's not intellectually stimulating, if that's what you're getting at.*

The students no longer enrolled at SUNY/B were also asked about employment. Of the eleven who had dropped out, seven were employed full-time, two were unemployed, one was in the Army, and one was a housewife. Of the eight who transferred, six were still in school: five were not employed, and one was employed part-time. Of the other two, one was employed full-time and the other was a married woman who was not employed.

Student Participation in Decision-Making

When the students were asked how they felt about student participation in decision-making at the University, nearly half replied in general unspecified terms; the others, in terms of specific areas of decision-making, e.g., faculty hiring and tenure, (Table 3.6). Interestingly, resident women (41%) discussed the areas of both faculty and curriculum more often than the other students. More than any other group, resident men (21%) said that students should participate in all decisions of the University.

To clarify their answers, students were asked their opinion as to who should have final authority and their reasons for assigning that authority. Their responses to the first question were sorted in four principal categories of final authority in decision-making: faculty/administration, faculty/student (each voting), faculty/student (no vote for student), and student. Assignment of final control to faculty/administration was coded either in that named category or in that of student advisory role, i.e., non-voting, in which students indicated their desire for a right to have their opinions heard, even if they were not acted upon. Shared control, i.e., faculty/student voting roles, designates a situation in which student opinion was not only heard but carried weight via vote. Sometimes weights were specified for the two groups: 50-50, 90-10; the weights varied.

Responses were also classified under four specific areas of decision-making: general or unspecified; faculty hiring and tenure; curriculum: new courses; all decisions (Tables 3.6, 3.7).

Within the general category, 39% preferred shared control, i.e., students having a voting role in decisions. However, nearly as many (34%) preferred students in non-voting advisory role.

> *I think I said last time it should be about 50-50 between students and administration. I don't know, maybe it should be a little bit less for the students now, after what's been going on* [*campus disruptions,'69*].

DESIRED STUDENT PARTICIPATION IN
DECISION-MAKING AT THE UNIVERSITY

Table 3.6

AREA	% of Students RM	CM	RW	CW	Total
General, not limited or specified	53	48	35	56	48
Faculty: hiring, tenure decisions	21	30	41	31	30
Curriculum: new courses, requirements	5	33	41	25	27
All decisions: everything	21	11	12	6	13
Most decisions: nearly everything	11	7	-	12	8
Social or short term decisions only	-	4	24	-	6
Policy decisions of the University	-	-	-	6	1
Total NUMBER: Students	19	27	17	16	79
Total NUMBER: Responses	21	36	26	21	104

> *I think it's a good idea that they have some students on the committees, even if they don't do any deciding. They could report feedback to the other students on what/how the committee feels and what decisions they make. And then they could get the reactions of the students and they could report back to the faculty - in a cycle.*

The most frequently cited reasons for so assigning decision-making authority in this category were: either faculty/administration experience and expertise (34%), or students' involvement in the University entitled them to a role (32%). Some students (29%), however, expressed negative reactions to student participation in this area.

The area in which the largest percentage of students (25%) was willing to accept faculty/administration control was faculty hiring and tenure policies. However, a similar percentage wanted to share this control with faculty. The largest percentage of students (50%), however, felt students should have only an advisory role; no one desired student control of this area. The most frequently given reason (38%) for faculty control of faculty hiring and tenure was their experience or expertise. However, some (29%) thought the student involvement with faculty should entitle them to a role in the matter.

> *Sure students can say a lot of things whether a professor puts over the material or not, but again*

Table 3.7 DECISION-MAKING: DESIRED SOURCE OF CONTROL AND REASONS FOR DIFFERENTIATION

	% of Students within Each Area			
DECISION-MAKING	General	Faculty	Curriculum	All Decisions
DESIRED CONTROL				
Faculty/Administration: final decision	12	25	5	10
Shared: Faculty/Student voting roles	39	25	48	10
Student Advisory Role: non-voting	34	50	24	70
Students: final decision	5	-	15	10
Other (miscellaneous)	16	-	5	-
Total NUMBER: Students	38	24	21	10
Total NUMBER: Responses	38	24	19[a]	10
REASON				
Faculty experience/ expertise	34	38	5	10
Faculty involvement: negative	5	-	5	10
Students' involvement: entitles to role	32	29	57	40
Students' involvement: gives advantage	3	17	10	-
Students' involvement: negative	29	13	14	50
Student/faculty: two halves of learning process	8	-	5	-
Total NUMBER: Students	38	24	21	10
Total NUMBER: Responses	42	23[a]	20[a]	11

[a] Not every student replied in all three portions: what decision area, who should have control and why.

(Cont'd.) I wonder sometimes how well students can judge teachers' professional competency.

> *...the students should have a very big say in who should remain here and who should be fired and who shouldn't.*

The curriculum area was the one in which the largest percentage of students (48%) wanted voting rights in the decision-making process. The majority (57%) reasoned that the involvement of students in the outcome of such decisions entitled them to a role in deciding.

> *We have a right to voice an opinion and we should be allowed to be heard and maybe in some cases, like curriculum, we could have a voice and a vote...*

> *I still think that students, because they are the University - without students you don't have a University - they should have a lot of say and probably just about equal say in how their University is run.*

Summary

When discussing student participation in decision-making, a majority of students indicated that they felt entitled to a role.

> *I think students should have a say in what goes on - in what affects them that goes on - but yet I think that the experience of the administrators counts an awful lot, too.*

However, they were also aware of and critically appraising existing student involvement in the decisions of the University.

> *I think it's [student participation] all right but the thing I don't like about it is it always seems that some minority gets in. It's usually a vocal minority that always has the first say.*

> *I would be for it except for what I've seen. What I've seen is incompetence and mayhem and lack of objectivism, excessive emotion, to the point where, walking through the Union I almost got into a fight because I refused to sign a petition. I can't understand this. It doesn't fit my concept of a student. Student participation, as I see it, is an organized and objective movement where you try to improve, make things better, for yourself, not easier but better. There's a difference, a considerable difference...*

CHAPTER IV

LIVING ARRANGEMENTS AND FAMILY RELATIONSHIPS

A student's living arrangement, whether the result of individual choice or necessity, is a significant part of his total environment. Both the specific type of arrangement and the individual's reactions to it play an influential role in determining how he interacts with the University and the larger community and in coloring his perceptions and feelings toward other aspects of his life: family relationships, social life, personal development, and academic program.

Satisfaction with Living Arrangements

In the original proportional sample, 43% of the students resided in University housing; the other 57%, at home. By the spring of the third year only 14% of the students, including one commuter woman who had transferred to another school, lived in residence halls; 45% lived at home; 41% had moved into their own apartments off-campus (Table 4.1).

THIRD-YEAR LIVING ARRANGEMENTS Table 4.1

PLACE OF RESIDENCE	% of Students RM	CM	RW	CW	Total
University housing	5	-	59	5	14
Home	-	65	6	74	45
Off-campus apartments	94	35	35	21	41
Total NUMBER: Students	18	31	17	19	85
Total NUMBER: Responses	19	31	17	19	85

Off-Campus Apartments. The proportion of students living in their own apartments[1] doubled from the second to the third year. The increase was divided equally across all four groups, that is, an additional 20% of each group had established their own households. Eight per cent of the students were married and had their own apartments.

Generally, comments about apartment living were favorable; 42% said specifically that they liked it. Only one student said he disliked his arrangement (Table 4.2).

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[1] Off-campus apartments do not include those provided by the University (Allenhurst).

Table 4.2 ATTITUDE OF APARTMENT DWELLERS TOWARD THEIR LIVING ARRANGEMENT

ATTITUDE	% of Students Total[a]
Like it	42
Dislike it	3
SOCIAL AND PERSONAL ASPECTS	92
POSITIVE	*81*
More privacy/freedom/independence/responsibility	33
More active social life/parties possible	28
Have someone to talk to/social life with roommates	20
Convenient location/layout of apartment	11
Like living alone	3
NEGATIVE	*11*
Location makes transportation problems	6
Roommates are troublesome/disagreement	6
ACADEMIC ASPECTS	64
POSITIVE	*50*
Can plan own study time/better than dorms/ fewer distractions	50
NEUTRAL	*17*
Up to self/shouldn't or doesn't depend on living arrangements	17
NEGATIVE	*11*
Sometimes hard to study/distractions	11
Total NUMBER: Students	36[a]
Total NUMBER: Responses	48

---

[a] Seventeen resident men, 10 commuter men, five resident women and four commuter women. Two who lived in apartments did not give their reactions to their living arrangement, so are not included.

> *I love it. It's just so much more conducive to anything I want to do. I cook all my own meals and it's - I live with three other guys now. It's more like a homey atmosphere than living on campus. You can get away from the academic community for awhile.*

Most students (92%) discussed social and personal aspects of apartment living. The value of increased privacy, independence and responsibility that came with apartment living was a frequently noted advantage (33%), especially for men (41%). This was, however, less than half as many as had cited this advantage in the second year (82%).

> *It's, well, like the old cliché, there's a lot more freedom. I think - It's more like you are an adult. Like I say, you are not trying to escape from the world, living in the dormitories in a sense, that's what you're doing. I'm living amongst regular people, if I may say that. It takes a lot more responsibility.*

> *Well, there's more freedom - in a sense you're organizing your own life more. You get to pick your roommate and the apartment which is important. It's not home. I don't really consider my apartment here home, but it's more home than living on campus would be. It's my apartment and I'm responsible for what goes on, that sort of thing.*

> *It's just I would say that it makes me more independent than if I was living at home. You're not under the rule of parents. You can do as you please and you budget your own time.*

Another benefit, reported by 28%, but fewer than last year (59%), had to do with an improvement in social life. Having their own apartments made it easy to have parties or guests on the spur of the moment. It permitted a social life that was informal, relaxed and more active than in most other living arrangements, particularly because of the absence of parents and their restrictions.

> *Socially it's better than on campus. We got a place to throw a party if we want to have a party.*

> You know, there's sort of freedom. You can have anybody over to your apartment any time you want and there's like nothing to stop you. You're totally responsible for yourself, so - No parents to yell at you or no rules. You know, I like that kind of freedom. I think it's really good.

> It's more privacy. Privacy is a big thing. There are things to do in an apartment that you can't do at home. There's something about that. There's a limit to what you can do with your parents in the next room.

For some (20%) another advantage was the opportunity for discussions and friendships with apartment-mates, although a few students (6%) had experienced problems with unco-operative co-tenants.

> I find that both my roommates are fairly intelligent and we can have a good discussion, which is good. Then again sometimes it is a bad thing if you have work to do and you get tied up and interested in something like that.

> It's just kind of getting to be a drag, mainly because I find my roommates right now are - as far as bills, as far as paying the rent and the phone and keeping the cupboard clean and just general things. I find that they don't do it - my roommates last year did - and I'm certainly getting tired of doing it.

Many students discussed the effect of apartment living on their academic work. Indeed, the most frequently mentioned benefit (50%), especially by men (59%), was good or improved study conditions, specifically in contrast with dormitory facilities. This was, however, a decrease from the previous year when 81% of the students reported that apartment living had a positive effect on their academic work.

> Academically. Well, it's quieter. I think it's more conducive to studying around the apartment than it would be at Allenhurst where we stayed for two years.

In both years about the same percentage (17%) of students commented that the responsibility for studying was up to the person involved and shouldn't be dependent on living arrangements. However, in the third year 11% reported that they found many distractions which made their studying difficult. None of the students in the second year had made negative comments about academic aspects.

> *My house now is a three-ring circus because we have three cats and some guy living with us and somebody brings their dog and my boyfriend is there and (roommate's) boyfriend's there and it's not conducive to doing any reading or any studying or any thinking at all.*

> *...Well, it's difficult to study in the apartment. I can't study in the apartment 'cause it's very distracting. There's much less competition in our apartment than there was in my suite freshman and sophomore years, as far as grades and things...I like the lack of it but it's also - I never had much will power when it came to studying when something else will come up.*

As housing arrangements increasingly become a matter of choice for this group of students, apartment living seems to be the preferred mode. Indeed, 26% of those living elsewhere would prefer to live in an apartment. Apartments seem to offer opportunities for, and to symbolize, the autonomy and social freedom that young adults are seeking.

Residence Halls. The number of students living in residence halls decreased from 20 (78%) in the second year to 12 (59%) the third year (Table 4.3). Those remaining included over half the resident women, but only one male resident. In addition, one former commuter woman who had transferred to another school was living in a dormitory.

Forty-one percent of these students said specifically that they liked it; 16% indicated that they would prefer an apartment. As these students discussed their living arrangements, however, every one of them had some positive comment to make about resident living.

As in previous years, the most frequently mentioned benefits of dorm living were social and personal. For example, two-thirds of the students described positive effects on their social life and interpersonal relationships which they valued. These included friendships with other residents as well as opportunities to meet new people through the other residents. Other residents were described as friendly and, in some cases, as constituting a warm community.

> *And of course socially it's good too, because the girls know where the parties are and know a lot of people they meet and everything - the kind of people I'm more interested in meeting at this point.*
>
> *We always meet people and there are always people coming up. I think living in the dorms is like community living. I really think it's good.*

Another advantage, mentioned by 25%, was the convenient location near the campus facilities, especially the socially-oriented ones like Norton Union. Fewer students gave this response this year than the previous year (40%).

> *I like the convenience of the dorm. Besides the fact that it's right on campus, I just like being around kids all the time.*

The only negative social/personal aspect was insufficient space and a lack of privacy. This was reported by only 8% of the students in the third year, compared with 30% in the second year. Perhaps those seeking more space and privacy have moved to apartments.

When students described the effect of dorm life on their academic work (75%), twice as many students reacted negatively (50%) as positively (25%). They complained that it was too noisy and that there were too many distractions, making studying difficult. However, they appreciated the availability of help with course work from other students. Both of these responses increased in frequency from the previous year (35%, 10%, respectively).

> *...dorm's gotten to be a real circus lately or all semester. It's very noisy. There's no privacy. You can't study in the dorms at all.*
>
> *If you have any problems in your courses and someone else is on the floor or in the dorm or around the campus, you can always ask them or call them up. It's much easier than living in an apartment off-campus and you can sit down and have good discussions about different things that were said in class or at a lecture.*

Sixteen percent of these juniors in residence halls found freshmen to be very different from themselves and preferred to be living with upper classmen.

ATTITUDE OF RESIDENTS TOWARD THEIR LIVING ARRANGEMENT Table 4.3

ATTITUDE	% of Students Total
Like it	41
Would prefer an apartment	16
SOCIAL AND PERSONAL ASPECTS	100
POSITIVE	*92*
Positive effect on social life/interpersonal relationships/social ease and skills	66
Convenient location/good facilities/small college atmosphere	25
Happy with opportunity for social contact	8
NEUTRAL	*8*
No effect on social life	8
NEGATIVE	*8*
Not enough room/privacy	8
ACADEMIC ASPECTS	75
POSITIVE	*25*
Help with academic work always available	25
NEGATIVE	*50*
Too noisy/ too many distractions from studies	50
Total NUMBER: Students	12[a]
Total NUMBER: Responses	36

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[a] One resident man, 10 resident women, one commuter woman who had transferred.

> *I'm different than the freshmen. Three years makes a big difference. I'm interested in different things. It's noisy and you can't study and they're inconsiderate.*

In general, then, residence hall living reportedly enhanced social opportunities; it was not conducive, however, to concentration on academic activities and study.

Living at Home. During the third year 45% of the interviewees were living at home with their parents. This number included 74% of the original commuter women, 65% of the commuter men, and one resident woman who had transferred to a college near her home.

Similar to the previous year, one third of these students explicitly stated they like living at home (Table 4.4).

> *...it's inexpensive. I don't have any restrictions imposed on me. So, it's fine.*
>
> *I like being home because you can get away and work by yourself. You don't have to feel that you always have to be with people and always have to be interested and pleasant. At home you don't have to worry.*

When comparing their situation with other students' living arrangements, 44% of those living at home expressed a desire to try either apartment or dorm living. Thirty-two percent, more men (40%) than women (21%), expressed a preference for having their own apartment and 12%, only men, for living in the residence halls. Thus, 60% of the commuter men and 21% of the commuter women would move out if they could afford it financially or if they had family approval.

> *I'd rather be - I suppose everybody would rather be living away from their parents - be on my own - but economically I don't think it's possible. 'Cause I think it would be good to get out on my own. I think I'd do a great deal of maturing.*

Those (12%) who expressed their preferences for living in a residence hall on campus felt it would enable them to become more involved in campus activities.

> *...Well, the dorm students, they're involved a lot more in campus affairs because they're on campus all the time. So I imagine that the dorm situation lends itself to meeting more people, getting involved in more activities on campus.*

When students discussed the social and personal aspects of living at home, the most frequently cited advantage was freedom from restrictions and greater opportunity to be a part of and have friends within the non-university community.

> *Socially it gives you a chance to be involved in two groups. The group on campus, your friends on campus*

ATTITUDE OF COMMUTERS TOWARD LIVING AT HOME Table 4.4

	% of Students		
ATTITUDE	CM	CW	Total
Like it	35	36	35
Dislike it	5	-	3
Would prefer own apartment	40	21	32
Would like to live on campus	20	-	12
SOCIAL AND PERSONAL ASPECTS	80	93	85
POSITIVE	*88*	*80*	*75*
Not restricting/positive effect on social life in general community	40	29	35
Financial advantages	40	21	32
Fewer worries and responsibilities/car and housekeeping available	15	21	18
Security, assurance/always someone to talk with, listen to	-	10	6
Enjoy it, have freedom, choose to live at home	-	10	6
NEGATIVE	*29*	*32*	*35*
Hard to talk to parents/can't bring friends home	20	21	20
Few campus friendships/restricts most friendships to non-university/inconvenience of returning for activities	15	14	15
Restrictions at home: curfew, etc.	15	7	12
ACADEMIC ASPECTS	70	86	76
POSITIVE	*35*	*36*	*35*
Always have a place to study/fewer distractions/ do better at home	35	36	35
NEGATIVE	*43*	*36*	*41*
Too many distractions: chores/ siblings, hard to study	40	29	37
Family disagreements complicate, make it hard to study	5	7	6
Total NUMBER: Students	20	14	34[a]
Total NUMBER: Responses	74	41	115

[a] There was one resident woman who transferred, was living at home, but made no comments about it.

> *(Cont'd.) and your friends in the neighborhood, which the kids living in the dorm have little or no experience with. Because the campus is their neighborhood and the only time they have this experience is on vacation when they go back home.*

This advantage was mentioned by more men (40%) than women (29%). Financial advantages, the next most frequently noted benefit, were also cited by more men (40%) than women (21%). During the second year when specifically asked about the financial advantages of living at home, more than half had responded affirmatively. However, during the junior year only one-third of the students volunteered this response.

> *It's ideal. I don't think I could do without it, financial-wise, unless I want to borrow, which is something that I want to avoid. I have a place to sleep and a place to eat, which is very essential to my getting along financially.*

A few students (18%) thought not having household responsibilities, like laundry and cooking, and having access to a car were advantageous. Fewer women in their third year than in their second year mentioned the security and assurance of having family members to talk to and be with (39%, 1968; 10%, 1969). A few women (10%) emphasized that they chose to live at home because it was the best possible choice of living arrangements for them in that it permitted freedom and offered advantages which they enjoyed.

> *I wouldn't know what to do with myself. I can't cook. I can't iron. I'd be lost. I would starve to death and walk around in rags...it would be silly to leave. I've got it very well there. I get my three meals a day and my clothes clean and all this stuff. It's fantastic, but it's not like I'm really held there by them. It's more or less my own decision to stay.*

> *I enjoy it. I feel I have all the freedom I want. If I chose to come up at school here or live near campus, I could, but I just don't care to.*

> *[my father] just goofs around like that and it kind of livens things up when I get kind of in the dumps and everything. We're very close.*

Not all students reacted favorably to living at home, although only one specifically said he disliked it.

The most common (20%) disadvantage of a non-academic nature was the difficulty of discussing things with their parents, especially events on campus. Students also felt socially restricted in that they did not feel free to invite friends to come home with them because it tended to disturb the household or because their parents disapproved of their friends.

> *I find that they read in the papers what happens up here and tell me about them which a lot of times, we just get into big arguments because the papers exaggerate a lot of things and they don't - they aren't too fond of college kids...*
>
> *I can't talk to them about art and things like that because they don't understand. I can't really expect them to because it's taken me two and a half years of college...to learn these things.*
>
> *...but if I did live by myself, I would feel freer to bring people back. I don't bring friends to my house because I realize that my parents and my friends wouldn't get along together. So I don't bring people home.*

Another disadvantage, reported by 15%, was the difficulty of returning for campus events and socializing and developing friendships with fellow students who were on campus.

> *I come here in the morning. Study until four o'clock or six or whatever it happens to be and then I go home and study for a couple more hours. That's it. That's my whole life. If I could get away from the house and get on campus, I might go over and play some pool or get out and do a little socializing - which is actually impossible right about now.*

A few students (12%), especially men (15%), felt at a disadvantage because of parental restrictions and curfews.

> *It limits it, because my mother believes that once you come home in the evening you should not go back up to school for any single reason unless possibly for a very important paper that you have to go the library for. So once I go home I usually stay.*

The effect of living at home on students' academic activities was mixed. Over a third (37%), more men (40%) than women (29%), reported that it was difficult to study while living with their families. This is a decrease from the 47% who so reported last year. Noisy activities of other family members, especially siblings, distracted them; chores and family members made demands on students' time; television, the refrigerator or neighborhood friends tempted students from their books. For a few others (6%), family disagreements disrupted their studying.

> *A lot of times it's hard because the TV is always going and my sister is always on the phone and things like that.*

> *...I'd say it cuts down on my studying time because I go home and there's a lot of distractions. It's definitely not a school atmosphere. There's always somebody rushing in or the dog is barking or something like that. Like here, before an hourly or a test or something like that, everybody is just sitting down and studying. That's the thing to do, so you more or less go along and do it. Where at home before an hourly or a test, my Dad says, "Hey, come here. I've got a little job for you," or something like that.*

However, nearly as many students (35%) reported that home offered a good place to study, one with fewer distractions than if they were living with roommates in an apartment or dorm. This advantage had been mentioned during the second year by the same percentage of students.

> *I think that it helps me to study, it provides a much more restful atmosphere, I think, than a lot of the girls find here that are living on campus. It's pretty difficult for them sometimes.*
>
> *If I lived in the dorm or in an apartment with one of the other girls maybe I wouldn't be as strict as I am with myself because there would be a lot of people around... so I think living at home does aid my academic education.*

In general, although many students made positive comments about living at home and a third specifically said they liked the arrangement, nearly half (44%) said they would prefer some other arrangement.

Summary. Most students made positive comments about the social and personal benefits occuring from their particular living arrangement. The students living in University housing made the fewest negative comments about the social/personal aspects.

For academic pursuits, resident hall living seemed least conducive; apartment living, most conducive. Students living at home were about equally divided in their opinion of the positive or negative effects that arrangement had on their study activities.

As a means of achieving independence, apartments were the preferred mode of living, not only by those already in them but also by some of those with other living arrangements.

Change in Family Relationship

The problem of establishing an independent identity while maintaining a workable family relationship, is a challenging one for young people. Apparently changes in family relationships occur most frequently during the first two years (63%, 1967; 76%, 1968; 58%, 1969). By the third year, only a few more students were reporting changes in their relationships than were reporting no changes (Table 4.5). Descriptions of these

CHANGE IN FAMILY RELATIONSHIP

Table 4.5

FAMILY RELATIONSHIP	% of Students				
	RM	CM	RW	CW	Total
CHANGE	*68*	*45*	*81*	*50*	*58*
NO CHANGE	*32*	*55*	*19*	*50*	*42*
Relationship unspecified	11	32	19	39	26
Relationship still good	21	23	-	11	15
COMMENTS					
POSITIVE	*79*	*58*	*100*	*44*	*57*
More independent/more mature, less dependent/don't just accept their views/close, but more independent	63	22	37	39	54
More respect, mutual understanding	32	16	63	11	39
Parents are accepting my independence, treat me like an adult	37	23	50	17	30
Now appreciate parents as individuals with own problems	5	10	13	17	11
Improved relationship after crisis: moving out, marriage, etc.	11	10	19	-	10
NEGATIVE	*37*	*48*	*13*	*56*	*48*
Not as close, drifting apart/problem communicating	16	19	-	17	14
Avoiding conflict, each going own way/don't see them much	11	19	13	11	14
Parents insist on retaining parent-child roles/it's their house	5	13	-	22	11
Don't get along, much friction/little or no communication going on	16	6	-	17	6
Physical and emotional separation	5	6	-	11	6
Physical separation, but when together old friction and conflict re-emerges	11	-	-	6	4
Total NUMBER: Students	19	31	16	18	84
Total NUMBER: Responses	60	84	64	50	258

relationships and changes in them were similar to those reported previously.

More than half of the students (54%), most frequently resident men (63%) and least frequently commuter men (22%), said that they were now more independent and mature.

> *...I kind of want to be independent from them and I am as much as I can be. Which I think is good for me.*

Residents, particularly women (63%), reported increased mutual respect and understanding which, they felt, led to improved communication.

> *I don't know why it happened, but she treats me with more respect. I'm still her child and she loves me as her child, but she looks at me differently now.*
>
> *...I feel I can talk to them better now than before, and I feel that my opinion is perhaps held much higher than ever before...I think that they see that I'm growing up and perhaps they realize that my opinion is an adult opinion now. It's not an adolescent's opinion. I feel that that's the reason and I think that's the same way they feel. That's why the communication has improved.*

Residents, again women (50%) in particular, noted their parents' acknowledgement and acceptance of the independence of their children. Parents were recognizing their children's prerogative to make their own decisions and to hold their own ideas. They now treated students as adults.

> *...I think they are starting to respect me as a person and it's very important. ...they're beginning to listen to what I have to say. And they'll argue but I really think they respect me for it.*
>
> *It's just that I think they can tell I'm going to be leaving pretty soon and I know I'm going to be leaving. I have my own ideas now.*
>
> *It's more on an equal basis than it was before. Their attitude toward me is much different...It's more like an older adult to a younger adult. It's just different.*

Few commuter women (17%) reported parental acceptance of adult status. In fact they had the largest percentage (22%) reporting parental insistence on maintaining the parent-child relationship. No resident women mentioned this parental restriction. It would seem that commuter women found it difficult to establish their independence.

> Sometimes I feel that they don't see me as being almost 21. They still see me as that little kid, and I realize that it's hard for them to accept the fact that I'm grown up now, but they pick on me for the silliest things still, and I feel like I have my own life to live and it's not theirs anymore. Maybe it was theirs when I was younger, and I'm glad that they still maintain as much interest as they do, but I think I would like to get out and try living on my own for awhile.

A few students in each group had come to see and appreciate their parents as individuals with problems of their own. Still others described a different change - that of improvement after a crisis. These crises included violent disagreements, moving into an apartment, or marrying against parental wishes.

> The fact that they know that they have no control over my life anymore made things healthier. So now we can meet as - my father goes back to meet his grandfather - as friends. We are close because there is so much past tied up together.

> We were definitely going through hard times...We just had different philosophies and I just couldn't take it. And now were closer than we've been. I guess you have to go through a crisis - or we went through a crisis situation when I couldn't relate at all to them - either my parents or my sisters...and now it's better than it's been.

As might be expected, all the changes that occurred were not improvements. In fact, almost as many negative changes (48%) as positive changes occurred (57%).

A few students (14%), but no resident women, described themselves and their families as drifting apart, having problems communicating with each other.

> I'm maturing a little more and my ideas are a lot different now than what they were when I was at home and while my parents' ideas still have not changed that drastically. So I feel sort of a parting between us.

> I'm usually busy and it gets lost somewhere along the line. Maybe I don't bother calling them or I don't really have time on weekends.

Others (14%)were avoiding conflict by having less interaction. This reduction in dissension or friction was not necessarily accompanied by better understanding; instead, by leading increasingly separate lives, they could ignore a less than satisfactory relationship.

It is interesting to note that the only negative comments made by resident women (13%) fell into this category.

> *So it's a little bit better. It's gotten to the point where I ignore them and they ignore me, more or less - which is the way I rather prefer it than arguing.*
>
> *This year compared to last year, I just mainly, as far as weekdays go, I just sleep at home but the rest of the time I'm here.*

A few students (6%), reported real conflict and lack of communication between themselves and their families.

> *If I ever see them it's because I put forth the effort... I guess my dad is still mad because I left, but I couldn't live the way they wanted me to live. I think also to an extent they're...offended that I've done as good as I have. They didn't think I'd make it at all, that I could really go out on my own and make it - support myself and everything.*

A continuing source of arguments between parents and students was "generation gap" differences. Students described themselves as instinctively defending aspects of their own generation from parental criticism.

> *I had to talk to my father about drugs. I ended up defending them even though I'm not a drug user at all.*
>
> *...my mother can read something in the paper about U.B., and she'll say something and it sort of makes me mad 'cause I feel she doesn't understand it because she'll criticize it...Even if somebody else my own age were to say what she says it wouldn't bother me as much, but it's her and I feel she's not doing it so much 'cause she doesn't understand it, it's just she wants to criticize the hippies and the stuff like this, - She just seems to be going along with everybody else in their criticism of it.*

Compared with the previous year, nearly twice as many students maintained that no change had occurred in their relationship with their family during the third year (24%, 1968; 42%, 1969). As in both previous years, the largest group reporting no change was commuter men (58%). However, unlike the previous year (18%), half of commuter women also described their family relationship as unchanged the third year.

In summary, almost as many students reported no change in their family relationships as reported changes. Of those reporting changes, they were almost equally divided between positive and negative comments.

Typically, students reporting positive changes described themselves as more independent; family relations were increasingly based on mutual respect, and parents acknowledged their children's adult status. Negative changes resulted from conflicts and led to various degrees of physical and/or emotional separation.

CHAPTER V

CHANGES IN ATTITUDES

One of the primary purposes of this interview project is to describe the types as well as patterns of change in students, to ascertain when these modifications occur, and to discover whether men and women or residents and commuters experience similar or diverse changes. The students' own descriptions of these changes and their perceptions of the factors which provide the impetus for change furnish a foundation for evaluating the effect of the various aspects of the total University experience. They also call attention to the factors outside the University community that play a role in modifying student behavior and attitudes.

The investigation of attitudinal changes proceeded from the general to the specific. The topic was introduced by a general query, "Have your values changed since the last interview?" It was hoped that this general approach would avoid circumscribing the range of responses and would allow students to bring up any and all issues of importance to them before beginning to explore specific pre-selected topics, i.e., people, sex, religion, drugs, smoking and drinking. If a student's response to the general question did not include the pre-selected topics, then specific follow-up questions were asked. The wording of these questions was such that it was possible for a student to answer simply yes or no to the change portion; he was not asked to comment or explain his attitudes unless he wished to do so and felt comfortable discussing the matter.

The term values, rather than attitudes, was used in the initial question since it had been found to elicit comments on the desired topics, however, the responses are more appropriately, and hereafter, designated attitudes.

A major difficulty in tracing attitude change is remembering when the change took place. In order to diminish this difficulty, the recall period was limited to a year; students were asked about modifications in their attitudes since their previous interview. The response, "no change," then, does not necessarily imply that there had been no change in the student's attitude in a particular area; an attitude may have changed during high school or the first two years of college without further modifications the third year. The latter changes are reported in the first and second year interview studies.

Another difficulty is the problem of distinguishing between changes in attitude and changes in behavior, especially since students frequently responded simply in terms of their own behavior. In the tables, the major categories, Change/No Change, reflect the attitudinal changes; the subcategories include both attitudinal and behavioral changes.

In addition it should be kept in mind that students reporting changes in attitudes do not always mean an overall change or a complete reversal in their attitudes. Often some aspects of an attitude were modified while others remained constant. The emphasis in this chapter, however, is on the changes the students reported.

> *Even though the exterior values might have changed, when I talk to you and if you compare last year's notes to this - it seems like a large change, but it's actually not. The same fundamental things still drive me - finding security, trying to find some place where I can feel strong. I've been looking for that for a long time. That's why my values have changed.*

General Changes in Attitudes

Almost all third-year students (95%) responded to the query about whether their general values had changed during the preceding year. Therefore, unlike the previous year, Table 5.1 is not simply the "catch-all" collection of responses which did not fit into the preselected areas of interest, but is, rather, the report of student responses to the general question of how they perceived their values the third year. Responses ranged from a brief yes or no to explanations of new values and the experiences which brought about the modifications. Several answers were so convoluted that it was not possible to determine whether the students were reporting change or no change.

Fewer than half (43%) the third-year students, compared with 54% in the second-year, perceived general changes in their values. As in the previous year, this group included more residents (56%) than commuters (36%). About a fourth of the students, especially resident men (35%), stated only that their attitudes had changed and did not elaborate.

> *Quite a bit...I guess my ideas and values about everything changed.*

For those who explained their changes, the most frequently described (12%) direction of change was a move toward greater tolerance and broadened perspective of viewing people and issues. A similar percentage so responded in the second year. A few students (6%), mainly residents, commented that their attitudes were undergoing continuing change, especially as they meet new and different kinds of people. Students in both of these categories considered themselves to be not only more aware of the diverse range of opinions and viewpoints but also more respectful and accepting of values other than their own.

> *I think maybe I've become a little bit more liberal about things than I was before. It's kind of hard to say because values is such a general term.*
>
> *I'm more open to suggestions. I can see a lot of things that I didn't see before. I'm more sensitive to things. They're definitely changed...on a lot of things.*

GENERAL CHANGES IN ATTITUDES Table 5.1

ATTITUDES	% of Students RM	CM	RW	CW	Total
CHANGE	*59*	*37*	*53*	*31*	*43*
Yes (unexplained)	35	20	23	21	24
More tolerant, broad-minded/less restrictive/leave to individual decision	12	13	17	5	12
New values reflect own thoughts, decisions, priority of values	6	13	6	-	7
Continuing change/meeting many new people changes ideas	12	3	12	5	6
More aware of variations, shades of difference/undergoing change/more sensitive	6	-	6	5	3
Now judge others/realize it's necessary to take a stand, society requires guidelines	12	-	-	-	2
NO CHANGE	*35*	*53*	*35*	*63*	*49*
Not aware of change/don't know	29	37	29	31	32
No real change but values more intensified, more articulated, definite	23	13	17	31	20
No change (unexplained)	-	16	-	10	8
CHANGE INDETERMINATE	*6*	*10*	*12*	*10*	*10*
Total NUMBER: Students	17	30	17	19	83
Total NUMBER: Responses	23	40	24	23	110

A few students gave responses suggesting a concern for self-understanding and for developing their own value systems. They sought to discover those things that were important to them, to explore their own reactions to various issues, and to become motivated by self-determined values rather than those of others. A very few (3%), no commuter men, were becoming more aware and sensitive to the variations and ambiguities within situations and felt themselves to be in the process of changing, as they saw fewer black and white and more grey areas. Others (7%), no commuter women, considered that the awareness, introspection and examination of their attitudes had resulted in a change either in discarding some and adopting new ones or in coming back to those originally held but now confirmed by their own decisions. Sometimes only the priority of values had been rearranged. Though these students appear to have given responses similar to the no-change group who had more thoroughly articulated their attitudes, the change-group students felt that some actual changes in attitudes had occurred for them, whereas the other students did not.

> *I suppose they're more, in a sense, my values. When I came up here I didn't - Well, I'd just become conscious of myself as a person and most of my values were my parents' or friends'.*
>
> *Rather than saying you have to feel this way about this because that's the way the mainstream thinks... If I find something that suits me, fine. That's my thing. It's just matters as I go along and learn about things. I just sort of establish certain values.*
>
> *I couldn't say how values do change, just that I notice more and I'm aware of more. I don't take face value.*

Two resident men reported that the change for them was in drawing away from a position of leaving attitudes to individual decision. They had come to realize that guidelines are sometimes necessary for the sake of the individual and for society.

> *I mean, you can carry individualism and freedom of the individual to extremes, which in our society sometimes becomes just not caring one way or the other what a person does...just to say that anybody can do what they want - morally - is like saying that you don't care about them enough to even try to change things.*

Although a variety of changes were discussed by the respondents, the influences contributing to these diverse modifications were essentially the same. The most frequently cited influence was social, i.e., exposure to different attitudes and values by being in contact with an increasing variety of people. Another factor was personal: the normal maturing process and the assimilation and evaluation of their experiences. The third influence was academic: various courses, classroom discussions, readings and faculty members.

> *...not just...getting older but more experience and school, where you're thrown into a mixture of a lot more people and that has a lot to do with it too.*

Nearly half (49%) of the juniors reported little or no change in their attitudes. This figure represents 57% of the commuters but only 35% of the residents. As previously, commuter women (63%) were the group most likely to report their attitudes unchanged. Similar to last year (37%), one-third of the students (32%), said that they were not aware of any changes since the previous interview. A fifth (20%) of the students, especially commuter women (31%), reported that there was no actual change in attitudes but that those they previously held had become more fully articulated or intensified. Instead of simply accepting them from authoritative sources, like parents, school or church, the students had thoughtfully considered them and were now satisfied that these attitudes represented their own convictions as well. The percentage of students so responding this year (20%) increased noticeably over the second year (8%). Generally this personal definition of attitudes was attributed to increasing age and experience.

> *I think they are just about the same as they were last year, anyway, except now I know exactly why I feel that way, and it wasn't this unquestioning thing - just 'cause Mommy says you do this, you do it. Now I know why.*

Specific Changes

People. Nearly two-thirds (63%) of the students reported some change in their attitudes toward people during their third year (Table 5.2), a slight decrease from the previous year (72%). Among those who changed, some students (16%) described only limited or very minor changes, perhaps only a strengthening of previous attitudes. Men (22%) were far more likely than women (6%) to so describe their attitudes.

> *I don't like small people. They discriminate against somebody because of something like... their religion or race or ethnic background or something, but I think I've always felt like that. It's just that it's stronger now than before.*

> *I stand up for my rights just like I expect anyone else to, but I still respect most people - My values haven't changed that much.*

Of all the changes reported, the most frequent trend (28%) in all four groups was, as last year, toward a more accepting and tolerant position. In general, these respondents saw themselves as more understanding and responsive to a greater variety of people as well as to different beliefs and opinions. Outward characteristics and first impressions had less influence on students' initial interactions. Also, some of these

Table 5.2 ATTITUDE TOWARD PEOPLE

	% of Students				
ATTITUDE	RM	CM	RW	CW	Total
CHANGE	*68*	*57*	*59*	*66*	*63*
More tolerant of people and opinions/ less prejudiced/believe in individual choice/don't like to judge others	32	23	40	22	28
Judgement easier/criteria different	21	13	20	22	18
More aware of people/more realistic about them	16	13	6	5	11
More critical/less trustful of others	5	6	13	22	11
Value people more/people are important/ seek, enjoy experience with people of different races and faiths	5	13	7	17	11
Now can distinguish self or individual from general environment and organizational mass	10	6	-	-	5
Increasingly at ease with people because of more social experience	10	-	-	11	5
Against hypocrisy and prejudice/ value honesty	5	-	-	5	3
Other: specific experiences with people	5	16	6	16	12
VERY LITTLE CHANGE	*21*	*22*	*13*	-	*16*
NO CHANGE	*31*	*42*	*40*	*31*	*36*
No change (unexplained)	21	29	33	22	26
Tolerant, accepting of people and opinions/believe in individual freedom of choice/don't like to judge others	16	6	7	5	9
Against hypocrisy/ value honesty	10	-	-	5	4
People are important/generally good	-	6	-	-	2
Know how to assess and judge people	-	3	-	-	1
Aim is to be friendly, avoid enemies	-	3	-	-	1
Am at ease socially	5	-	-	-	1
Total NUMBER: Students	19	31	15	18	83
Total NUMBER: Responses	51	81	42	47	221

students had come to dislike judging other people, feeling that people should be free to exercise individual choice without criticism.

> ...you accept people for what they are and you like them for what they are. And you don't look at everyone and want them to be just like you because you are not going to find it.
>
> I think this year I'm listening more. I'm understanding what they're doing and that some of these people really believe in what they are doing and I can value their ideas... I can respect a person for his ideas. No matter how radical or how bad they are, I can still respect them if he really believes in his ideas.
>
> But now I'm able to accept everyone for what they are...I've broadened my scope and things and I can see different things in different people and different qualities and you have to kind of overlook the bad. I could really tear apart most of my friends. Everyone has a flaw and so do I, but if you want to get along in this world, you'll just have to look for the good.
>
> What's necessarily right for somebody else may not be right for me and it's up to each individual to decide what's right for them and live accordingly as far as they don't hurt or invade on somebody else's rights.

Other students (18%) thought they had improved their ability to judge people and altered their criteria for assessing people. This was the second most frequent modification.

> I guess with education, with experience in living with people and working with people and being with people in class you - I have formed different - well, maybe not different criteria, but more criteria in judging a person in some ways, ...but now I have found that I have been looking at my friends in a little different perspective and judging them maybe more drastically or maybe less drastically in certain points, and just trying to gain more from a relationship with friends than I have been in the past.
>
> Last year I had associated with quite a few hippies, I don't know what constitutes a real hippie or hippie-type and I thought that they were all right. But now I look back - there's something wrong there that I don't really approve of the way I did before.

Still others felt that, through increased awareness and experience, they had become more realistic about people (11%); some, through unpleasant experiences, had become more critical and less trusting (11%). Men (14%) were more likely than women (6%) to describe their attitudes as "realistic"; women (18%) were more apt than men (6%) to describe their attitude as "less trusting".

> *I guess my opinions of mankind, in general, were rather high and rather naive and rather rose-colored...Let's say, I have a more realistic appraisal.*

> *I don't trust as many people now as I think I have trusted in the past. I've seen roommates do things to me - very weird things. I'm afraid of trusting, because if I put too much trust in another person and confide certain things with them, I'm afraid that I will be burned by it, I'll be hurt by it...I know it's sort of going to an extreme of not trusting anyone. But I don't feel as safe now, trusting many people.*

In the second year 16%, more men than women, said they cared about or valued people more than previously. Fewer students (11%), more commuters (14%) than residents (6%) reported this the third year. They emphasized the importance of people and told of actively seeking experiences and interactions, particularly with those who differed in race or religion. They perceived these interactions to be not only interesting but also a valuable learning experience.

> *I really dig people. I think this is where everything comes from and this is the manifestation of life in it's greatest form.*

A few others commented that they had gained social experience and now felt more at ease in dealing with people; others had more and more come to dislike hypocrisy and to value honesty. There were a few men (8%) who reported that they had become capable of distinguishing between individuals and the system, in which they function.

> *I think I've grown more at ease with people, which is pretty important - in that you can talk to them about what strikes you as insignificant things, without making it seem that you are being silly or something*

> *I like people that are honest...I like to know that they're being as honest with me as I hope I am with them.*

> *I think, I'm realizing things about the government, this past year...I think the main thing, individuals are being used by corporations and labor unions and government and everything, so I sympathize with them sometimes..the people*

> (cont'd.) *that make up these unions and corporations and governments, so you can hate some of them and like the others.*

These various modifications in attitudes about people usually were an outcome of the respondent's contacts with other people, such as meeting different types of people, working with others, living with them, specific close relationships or just talking to people. In the third year similar percentages of commuters (61%) and residents (63%) reported attitudinal change, unlike the previous year when more residents reported modifications.

Those students who had not changed their attitudes about people (36%), especially commuter men (42%) and resident women (40%), usually did not describe their attitudes. Those who did elaborate used categories fairly similar to students who had changed. For example, a few (9%) reported that they had always been tolerant and accepting of other people and opinions. A major difference was an absence of comments about being "realistic" or not trusting people.

> *I like the same type of thing in a person now as I did last year and that's just basic honesty or something. I seem to find it more now than I used to. My values towards people haven't changed. I still look for the same things and I kind of think I still give the same type of impressions that I always did.*

Religion. Changes in attitude about religion continued to occur at about the same rate in the junior year as in the sophomore year. In both years, slightly more than half of the students reported their attitude had changed since the previous year. There were many who were questioning or doubting their former beliefs, and there were many critical comments about organized religion and its rules and observances. The problem of establishing their own religious beliefs was important to many of these students.

Twenty-nine per cent, especially resident men (42%), described their religious faith as being more individualized or personal in nature rather than being part of an organized religion or church (Table 5.3). The number so responding had doubled from the previous year.

> *I think that the Church itself has perhaps become less important to me. Not the concepts of the Church but just the Church as an institution, I think has become less important. I can't say that I - I don't think my faith has weakened a great deal, but I think that I've come to view that as more of an individual thing than I did before, too. Maybe it's just my increasing awareness of myself as an individual instead of as always a member of a group.*

Table 5.3 ATTITUDE TOWARD RELIGION

	% of Students				
ATTITUDE	RM	CM	RW	CW	Total
CHANGE	*53*	*47*	*38*	*66*	*51*
Have own religious beliefs, not organized religion/humanistic faith/important to have faith in something/acknowledge controlling force in the universe	42	26	25	22	29
Changing, questioning/seeking own beliefs	21	23	25	44	28
Now critical of: dogma, church, hypocrisy	15	13	-	28	14
Less religious/no longer observe tradition, religion	26	6	12	5	12
More religious/regaining faith/more meaningful	10	10	-	11	8
Doubt existence of God/intolerant of blind faith	10	3	6	-	5
Other	5	6	-	-	3
NO CHANGE	*47*	*53*	*62*	*33*	*49*
No change (unexplained)	21	32	31	22	25
Never was religious/not important to me	21	20	18	5	17
Belief continues/never questioned or doubted	-	10	11	11	8
Belief in religion should be left up to individual choice/individual is entitled to whatever belief he wants	5	10	6	22	11
Total NUMBER: Students	19	30	16	18	83
Total NUMBER: Responses	37	59	25	33	154

> *It's kind of hard to put into words. I don't believe what a lot of people attribute to Him - like fire and brimstone - all these things that they say are sins and things like that. I've got my own conception of Him. It's a very personal point...*

> *My freshman and sophomore years there was nothing there, but my junior year I think there is some sort of faith coming back which has nothing to do with the traditional concepts of God or of our organized type of religions. But I have developed some faith in man's spiritual aspects, which is a change I think. There is something filling the void now and where it will end up, I don't know. I doubt if I'll be assimilated back into the organized religions, but I do have some spiritual beliefs in a sense.*

Other students (28%), again a larger percentage than the previous year (16%), responded in a somewhat related way. They described themselves as questioning formerly accepted or childhood beliefs, usually in an effort to define their own beliefs and to achieve a personal faith that would be best for them.

> *Well, I believe in God in a way now, because it's hard not to, but I mean, He's a different kind of God than the one my parents probably believe in. I never really was that far away. It's just, I revolted against it 'cause my parents believe in it. It was forced on me since childhood and now I'm just sort of going back of my own free will, I guess.*

> *...since I've been here, it's harder to accept anything on faith anymore. Possibly the fact that you're made to think about things more. You just never accept anything. You just sort of have the attitude - don't accept anything you hear. I don't know. You just sort of learn that and use it for everything that happens to you, including religion.*

> *I think I've changed a little bit. I feel that I won't take anything for granted or as much for granted and believe things just because somebody says it's true. I believe them because what I feel is true, not because of what somebody else says.*

Similar to the previous year, another group of students (12%) reported that they were less religious, no longer interested in the formal observances and traditions of organized religion. For example, they attended services less frequently and felt that such observances were not essential to maintaining their faith. They felt less obliged to follow all the traditions and freer to reject certain church-imposed rules or obligations. Others (14%), no resident women but 28% of the commuter women, showed stronger opposition to organized religion by criticizing specific aspects of organized religion to which they took exception. Frequently there were objections to the churches' unwillingness to change and, in some cases, coercion. Reproach also centered on the hypocrisy of those who followed the prescribed religious behavior without manifesting their beliefs in their lives.

> *Somehow I feel closer to my religion without having to perform some of the everyday customs - not customs, the things that characteristically are done. I don't have to go to services all the time or I don't have to do some of the other things that you might do if you were called very religious*
>
> *I still go to church but I'm sort of apathetic about it. I'm not as involved,...I believe in God and all that but I guess it's the conventional things about religion. The sacraments and going to confession and all that other stuff - it just isn't as important to me as it was.*
>
> *I've always been wondering what right we have to say about the poor guy that worships the cow. We call him pagan or something like that and it makes me wonder. Why our religion condemns his religion... I don't feel that religion, as it is today, is really religion. I feel it's just a - People go to church on Easter Sunday to show off their new clothes and that - that's what I feel religion is.*
>
> *...religion doesn't particularly appeal to me at all. It bothers me. Especially Judeo-Christian religions - they're very racist. If you ask me, they're very condescending - Especially I've started to see in history...the church has really been a horrible institution and it's really bothered me.*

In this third year very few (8%), compared to 16% last year, reported that they had become more religious and felt even more firmly assured of their original beliefs. After comparing or testing their faith these few now found their religion even more meaningful to them.

> *...they've gotten much stronger as I say, it's intensified. As far as my personal convictions about God, they're very strong.*
>
> *Well, seeing that I'm not going with a girl of my own religion, I'm trying to get her to convert to my religion so I have to be more up on my religion now, and it's brought it to focus. We go to services every week and maybe I'm more religious.*

Some of the students gave reasons to account for the modifications in their religious attitudes. The most frequently cited was social: specific relationships, discussions of the subject, and being with different kinds of people whose views on the subject were different from theirs. Other explanations included course work, readings, class discussions and specific personal incidents as well as simply maturing.

The other half of the students, of course, reported no change in their religious attitudes during the third year. Half of these simply stated that their attitude was unchanged without explaining further. Those who did explain their lack of change (25%) reported that religion had never been important to them (17%) or that their beliefs continued without question or doubt (8%). As in the previous year, no resident men responded in the latter category.

> *That hasn't changed from any year. I don't know, it's - I don't see the need for it.* [religion] *I don't want to offend anybody, but this is what I believe and that's that.*

> *I'd say they're still about the same, too. I'm a fairly good Catholic, but nothing spectacular... I never was anything spectacular.*

A few students (11%), especially commuter women (22%), irrespective of whether or not their own attitudes toward religion had changed, said that they felt religion should be a matter of individual choice and neither imposed nor criticized by others. This included some students who rejected it for themselves but saw that there was value in it for others.

> *I feel that people should be allowed to believe whatever they want. If they want to believe in a God - that's fine.*

Sex. Students' attitudes toward sex are more likely to change between the first and second year than between the second and third year. Three-fourths of the juniors, compared with 56% of the sophomores and 69% of the freshmen reported no change in these attitudes since the previous interview (Table 5.4). Commuter men were most likely (85%), resident men least likely (52%), to have maintained the same attitude from sophomore to junior year.

> *I don't think I'll ever change on that score.*

> *It's still the same as it used to be as far as I know, to myself anyhow. I feel sex is sacred. I mean I would never involve myself in sex indiscriminately with anyone.*

Table 5.4 ATTITUDE TOWARD SEX

	% of Students				
ATTITUDE	RM	CM	RW	CW	Total
CHANGING OR CHANGED	*47*	*14*	*19*	*22*	*24*
NO CHANGE	*52*	*85*	*75*	*78*	*74*
No change (unexplained)	26	53	62	44	47
COMMENTS					
Tolerant of actions of others/liberal/ entirely up to the individuals involved	26	14	37	33	26
Depends on depth of relationship/meaningful if right person	10	3	-	11	6
Against promiscuity/faced with problem of conflicting standards	5	3	-	5	3
Special personal relationship established	16	-	-	-	3
Other	5	14	-	-	5
Total NUMBER: Students	19	28	15	18	80
Total NUMBER: Responses	32	37	43	27	139

Nearly half of the juniors, more frequently resident women (62%) and least frequently resident men (26%), gave no explanatory comment about their unchanged attitudes toward sex. They seemed to regard it as a closed subject - they had established their values and felt no desire to discuss it. The percentage of third-year students so responding was greater than in the previous year (33%), and the increase was reflected in every group except commuter women.

Resident men (47%) were more than twice as likely to report their attitudes toward sex as changed or changing than the other groups (18%).

> *I can't actually say they have changed but I think they're in the process of changing...I don't consider sex or anything about it like a toy so much anymore as I did. It seems to be - I think I appreciate the whole idea of it more. That's the only way it's changed. You grow up about it. When you were a kid, it was just kicks and stuff like that. Now it seems to be more serious, the whole idea of it.*

Some students elaborated their responses about changes in their attitudes. Most frequently (26%) they mentioned their liberal or tolerant attitudes. They felt that decisions regarding sexual behavior should be left up to the individual involved. The percentage of women (38%) so responding exceeded that of men (20%).

> *You see a lot more and I think you begin to accept more. Probably things that I would have really frowned upon when I first came here, I'd still frown upon it but accept better than I would then...as I see more you figure this is the way it is and you can't change it. I think you tend to accept it, accept things as they come. It takes a while to get used to.*
>
> *I believe that the laws on the books should not be there because it's inhibiting human activity that really isn't detrimental to anyone. Homosexuals and lesbians being prosecuted, to me, is a gross injustice. Any kind of sexual intercourse other than the prescribed intercourse being against the law is also a gross injustice. It's the body - if you hate the body, then you're going to hate sex no matter what way you do it and the laws have come out of hate, I think, and stupidity - no knowledge about what sex is. I feel very open about other people's sexual behavior.*

Others qualified their attitudes in different ways. For example, some could accept behavior in others that they themselves would not engage in. Others felt that the depth of involvement of the couple was very important, that sex without love or a stable relationship had little or no meaning for them. A few considered promiscuity degrading and inimical to a truly meaningful experience.

> *So it's a double standard between what I'll forgive everybody doing and what I'll accept in me doing.*
>
> *But I've come to realize that sex is a beautiful thing. It really is. And it's the sort of thing that there's no point in necessarily waiting. But as long as two people are in love - at least for the moment - then it's a thing that should be enjoyed and not put off on a book shelf. But I do believe it's the sort of thing that shouldn't be promiscuously used.*

The changes in attitude were most frequently (30%) attributed to increased experience and knowledge about people or to specific personal experiences. Sixteen per cent of the resident men attributed their change in attitude to having established a special relationship with someone.

> *Last year I was running around, just going out with a lot of girls and now I'm just going out with one girl. Well, that's changed. A year ago I would have thought, "Well, I couldn't tie myself down to one girl," but I sort of have and my idea is - I wouldn't have sex with anyone else other than her right now. I feel a more intimacy involved rather than free love.*

Drugs. More students' attitudes toward drugs changed between the first and second year (58%) than between the second and third year (36%). Whereas previously all groups changed with about equal frequency, in the third year more resident men (57%) but few commuter men (17%) changed. In the third year resident women (50%) were somewhat more likely than commuter women (39%) to have changed (Table 5.5).

Similar to the first two years, the changes were usually in the direction of a more favorable or tolerant attitude and only occasionally toward a more negative one. This finding contrasts with the generally unfavorable views of those whose attitudes had not changed.

About a fifth of the students (21%) reported they had a more tolerant attitude toward drugs and users of drugs. Contrary to last year when more resident women than others gave this response, this year it was most frequently commuter women (33%) who so responded. Students seemed to feel that the use of drugs ought to be a personal matter, an individual decision. They were less likely to be critical of others' attitudes or habits. However, many added that this new, more liberal attitude applied more to others than to themselves.

> *I'd say it's changed recently, because the way I used to feel is that I didn't want to know a person if he took drugs - that's truly how I felt - and I'd say this year it's changed quite a bit. I don't hold it against anybody now for doing it. If they want to they can, but it doesn't bother me at all. So in that respect it's changed. I've become much more tolerant toward something like that.*

> *I know where I stand and how far I'll go and things like that, but...with other people, I think it's up to them. It's their life and they do what they want.*

Others (17%), especially resident men (31%) but no commuter women, reported being more interested in and curious about drugs in general, even to the point of considering trying some if offered the opportunity. They were apt to compare drugs favorably to alcohol and suggested that there might be some beneficial aspects to drug use, for instance, as a facilitator of certain emotional or mystical experiences.

> *Let's say outside of the pleasurable effects which they arouse, there's something that's supposed to be mind-expanding and the rules of consciousness and stuff like this which I find interesting, but I don't find it very relevant to my present situation.*

ATTITUDE TOWARD DRUGS

Table 5.5

	% of Students				
ATTITUDE	RM	CM	RW	CW	Total
CHANGED	*57*	*17*	*50*	*39*	*36*
More tolerant/up to the individual/no longer condemn	21	13	25	33	21
Interested in trying/curious	31	16	19	-	17
More aware now because drugs more widely used/increasing experience	15	16	12	16	15
Positive comments regarding marijuana	21	10	6	16	13
Laws: should be changed/cause problems/less for enforcement than previously	15	10	12	5	11
Have some sympathy for the drug user	5	3	-	16	6
Against LSD, "speed" or addicting drugs	15	-	12	-	6
More against/adverse effects and cost to society noted	-	6	-	5	3
Other	21	3	6	5	8
NO CHANGE	*42*	*70*	*50*	*61*	*56*
Against drugs/addicting drugs frightening/still condemn drug use/wouldn't use	37	43	37	44	40
Tolerant of others/always open-minded	15	26	12	16	19
Can't see need/not interested	16	17	19	16	17
No change (unexplained)	5	16	31	22	18
CHANGE INDETERMINATE	-	*13*	-	5	7
Total NUMBER: Students	19	30	16	18	83
Total NUMBER: Responses	45	68	31	43	186

> *Yeah, I think as far as pot would be considered, if the situation was presented to me where pot is available and I'm in the mood, I couldn't see anything wrong with it except legal implications and that.*

> *I think they should prohibit alcohol and legalize marijuana. We'd be a lot better off.*

About 15% of the third-year students, fewer than the previous year (24%), said that they had become more aware of drugs and their use and were, therefore, basing their opinions on increased knowledge and awareness of the issue. A few (6%), especially commuter women (16%), had, through their increased awareness of the issues, come to feel sympathy for drug users which they had not felt prior to this year.

> *I became more aware of it and more accepting of it - which I don't know whether it was good or bad. I didn't use it myself, but I could see why people used it.*

> *Well, very frankly, since I see a lot of my friends, who I wasn't aware were involved in that are now. I thought that if you just took marijuana once that you'd be hooked on it for good, but I don't think it's that way. But there's so many people using it that I know. I think maybe I'm a little more liberal in my outlook toward it.*

Similar to the previous year, 13% of the students, including about a fifth of the resident men, made favorable comments about marijuana, often in comparison to hard or addicting drugs. To them its use was acceptable mainly because they regard it as harmless, not addictive nor leading to the use of harder drugs.

> *I don't think that people have a right to use heroin or LSD and that, but if they want to smoke pot, it's somebody's business and nobody else's.*

Sometimes these comments on the comparative harmlessness of marijuana also included mention of the legal penalties involved. Similar to last year, 11% made references to the laws governing drug use. The most frequent opinion was that the laws should be modified or relaxed so that penalties, specifically those pertaining to marijuana, would be made less severe.

> *I have not yet read any real authority on evidence that smoking marijuana can really hurt you, damage you. But it's still against the law and the penalties are ridiculous for something like this, because it isn't even proved bad for you. And some people - for just having it in their possession - they get jailed for five years or something and some kind of*

> (Cont'd.) *stupid fine - five thousand dollars. And just for having it in your possession. And I think the work should be concentrated on changing the law.*
>
> *From what I've read, ...no one is really sure of harmful effects of pot. However, the one thing is sure that you can get arrested if you use it. That's the one known harmful effect and I'm just wondering about the way the laws are set up because it's something that's bad but it's something that you're not sure of. Around the country they've put 225,000 people in jail for it. Now in the same period of time, the same year, I believe 350,000 people have died of cirrhosis of the liver caused by alcohol. I'm just wondering why they are persecuting the youth of the nation for something that they're not sure of when, at the same time, they're soft-peddling the alcohol business, which is proven to be so much of a health hazard with 8 million alcoholics. Maybe it's 'cause they get a lot of tax money from alcohol. ...I'm not coming out for prohibition or anything like that, but I just see the inconsistency involved - of how they go about both these things of a proven evil and a supposed evil.*

One male resident's opinion was that that keeping drugs illegal helped to protect many people from their potentially harmful effects.

> *Well, as long as they're illegal or have a bad aura, I imagine that a lot fewer kids will go near them. If they're legal it's an invitation that everyone ought to get into it and try it. But I think that a lot of people would really have trouble if they got into drugs. Only someone who really is nihilistic about his own life, would care to break the law in doing amphetamines or barbituates. But those kind of people are going to do it anyway, but at least this will keep the people who wouldn't get into it, out of it.*

There were also a few who had developed a more negative reaction to drugs - either to specific drugs like LSD, "speed," or addicting drugs (14% of the residents, no commuters), or to the misuse of drugs and the potentially harmful effects on general society (6% of the commuters, no residents).

> *I don't go for methadrine, speed. It's a dangerous drug. People do dangerous things. People have been known to kill people, and they freak out.*

> *If any change, more strongly against drug abuse and by that I mean using a drug, for instance, that either wasn't prescribed for you or using a drug for a side effect - That you want it for the side effect. Well, you use a drug to get high, for instance, perhaps that's a side effect of what it is used for therapeutically.*

> *I think I may be even more against them. I wouldn't mind so much other people using them if it's not going to bother me, but as it's been found many times the case, the use of drugs can lead to addiction and then a person becomes a menace to society. Then that is affecting me. I may be spending my tax dollars - this goes back to my old pocketbook - I don't want to spend my money on taking care of people like this who are a menace to me.*

The greatest contributing factor to the change of student attitudes toward drugs was the social influence i.e., conversations and discussions with other people and increasing knowledge of and contact with drug users. Written information from various sources, classroom discussions and attendance at the Drug Conference in spring 1969 also contributed to student information and, therefore, to possible attitude change toward drugs.

Among those students reporting no change in attitude, the prevailing attitude toward drugs was a negative one (40%). This was similar to the previous years. They regarded the use of drugs unfavorably, explaining that no one should use them, that for their part they could see no use or purpose for drugs, and that they themselves were not interested or would not use drugs. They perceived drugs as a mechanism of escape, a way to avoid facing personal or societal difficulties, and, therefore, without redeeming qualities as an aid to problem solving.

> *But I think mostly they have negative aspects - that you can get hooked on them, become dependent on them, the whole cycle leads to crime, etc.*

> *I don't particularly care to place myself in control of anything other than myself, which is what you're doing with many drugs.*

> *I still think that in most cases, people who use the drugs - all the people I have known have used drugs with few exceptions - use them as crutches and to escape the world of reality...And I don't think that's an answer. They've just got to face it and they just don't ever face it and as a*

> *(Cont'd.) consequence, they don't mature. They don't develop. They just don't do anything. They just sit there and they stagnate more or less and it's just not an answer.*

A number of students (19%), particularly commuter men (26%), said they had always been tolerant of others and did not feel they could criticize drug users. Last year only 6% of the students whose attitudes were unchanged said it was a matter of individual choice.

> *I don't use drugs. I know a few people that do and I feel if they want to, sure I don't intend to try and change them. I don't see any reason to change them. That's what they want to do. I feel as long as - When people do things, as long as they don't harm someone else, badly, whether physically or mentally or something, you shouldn't really worry about, too much what they're doing... Everyone should have the right to make their own decisions...*
>
> *I said it was a personal decision...It's like the same thing with alcohol. They had prohibition laws and things, and it didn't work because you can't tell people what to do with themselves. I don't believe in regulations or things like that.*

Some (18%), more women (26%) than men (12%), simply reported their attitudes toward drugs as unchanged without adding any comments or explanations. In addition, the responses of a few commuters were so mixed as to make it impossible to determine whether or not some change had occurred.

Smoking. Most of the students, slightly more than previously, maintained that their attitude toward cigarette smoking had not changed since the last interview (71%, 1968; 80%, 1969) (Table 5.6). Nearly a fifth (19%) of those reporting no change did not make any further comments.

The prevailing attitude among those who expressed their opinions was negative, even among those who did smoke. Similar to last year, resident men and commuter women were most likely to have a critical attitude toward smoking or smokers; negative comments were least frequent among commuter men.

> *I like the taste of tobacco, but knowing exactly what it's going to do to me makes me feel guilty. Also it's very good TV campaigning. I think they're very influential, because I know that with each cigarette I'm adding more pollutants into my body that I really don't need. I have enough problems. So I want to stop smoking. I think I'm going to very shortly. But also there's the Attorney General's report stating very clearly that up to a certain age the body can replace the tissues damaged. So I feel I have a little bit longer to stop and think.*

Table 5.6 ATTITUDE TOWARD SMOKING

ATTITUDE	% of Students RM	CM	RW	CW	Total
CHANGE	17	7	13	24	14
NO CHANGE	78	90	75	71	80
CHANGE INDETERMINATE	5	3	13	6	6
COMMENTS					
Critical of smoking	55	10	37	53	36
Should be left to individual choice	16	20	13	29	23
Total NUMBER: Students	18	30	16	17	81
Total NUMBER: Responses	30	40	22	31	123

A majority did not smoke and felt there was no reason or need for it. They cited the health hazard as well as the expense involved.

> *I can't see the worthwhileness in smoking. It's a waste of money. Kills your health. I was thinking of smoking a pipe at one time, but that was only to stop me from biting my fingernails. But I decided fingernails were cheaper.*

> *Well I don't smoke and the reason I don't smoke - I still think of it as being unhealthy. I had smoked at one time and I enjoy playing sports and I just find it hinders my capability of playing sports.*

A number of students said that their attitude had always been one of tolerance, that the decision to smoke was one of individual choice. Commuters were more likely to give this response than residents (23% vs. 11%).

> *I feel that that's a person's own decision. If they want to smoke that's fine. To me, I feel I don't like the way it looks. I don't care to see somebody - a person walking down the street with a cigarette hanging out of their mouth but other than that and cigarette smoke burning my eyes, I really don't care one way or the other whether a person smokes or not.*

Drinking. As in the first two years, the prevalent attitude toward drinking was positive. Generally students held a favorable and tolerant position in the third year, too.

Half of the students (56%) indicated whether or not there was a change in their attitude (Table 5.7). Forty-one percent, especially resident women (60%), reported no change in attitude. Forty percent of those reporting no change made no further comments. Only 15%, compared with 35% the previous year, reported a change in attitude.

The most frequent comment (40%), similar to last year, was approval of social drinking, with an emphasis on the need for moderation or criticism of drinking to excess. Commuter women, of all groups, most frequently (60%) gave this response.

> *I'll go out drinking with the kids and all that. I don't think of it as really a terrible thing if it's just social and you keep it in hand.*
>
> *I've always felt that drinking to an excess was ridiculous because you're making a fool of yourself and hurting your health and it's just foolish.*

Others (25%) said they really enjoyed drinking even to occasionally getting "high." This group included commuter men most frequently (35%), resident women least frequently by (7%).

> *Drinking is more or less an outlet for not taking dope - I enjoy drinking when I'm out with a group. I don't drink to forget or because I have any inhibitions or anything like that. I drink because I enjoy it.*
>
> *...every so often I'll go out...and we'll drink a bit, but not to excess. Not to real excess, where I was just completely out of my mind, but where I was pleasantly high.*

Also similar to last year was the percentage of students (20%) expressing their feeling about leaving the use of alcohol to individual choice. No one would try to dissuade anyone as they might have in regard to smoking.

A few students (13%), particularly resident men (26%), commented that drinking was less important this third year than it had been earlier for them.

> *Last year I didn't drink at all. It was something I felt I had gone through the last year or two, a couple years in high school, and the first year in college drinking is the big social thing. I became very down on drinking and so I didn't drink anything, period. Now the only thing that's changed really is I enjoy wine.*

Table 5.7 ATTITUDE TOWARD DRINKING

	% of Students				
ATTITUDE	RM	CM	RW	CW	Total
CHANGE	*21*	*25*	*-*	*6*	*15*
NO CHANGE	*21*	*46*	*60*	*39*	*41*
CHANGE INDETERMINATE	*58*	*27*	*40*	*55*	*44*
COMMENTS					
Social drinking okay/okay in moderation	26	35	40	60	40
Enjoy drinking/relaxing/occasionally high	26	35	7	23	25
Individual choice	21	18	27	17	20
Alcohol less important aspect of social life	26	14	-	6	13
Alcohol worse than drugs, tobacco	5	7	-	11	6
Don't enjoy drinking, effects of alcohol	10	-	7	6	5
Total NUMBER: Students	19	28	15	18	80
Total NUMBER: Responses	28	47	21	29	125

> *...in your freshman year, you have to make friends, you have to impress them, you try to enter a peer group and drinking and getting drunk is the thing to do in your freshman year, that's all it is. When you get older and you reach my age, there's other things more important. I mean you're accepted by your group and they can take you for what you are. Before you have to prove yourself.*

A few students compared feelings about the use of alcohol, smoking or the use of drugs.

> *It's really weird. If an alcoholic goes out and drinks himself into an oblivion and he goes to a hospital, a hospital won't accept him. They look at the guy and go, "It's your fault. You're the one that got yourself this way." But some guy smokes two packs of cigarettes a day and he gets lung cancer - the alcoholic can go die in a gutter for all they care, the guy that smokes two packs of*

> *(Cont'd.) cigarettes a day and he gets lung cancer, they admit him immediately but they don't go to him, "Why it's your fault. You smoked two packs of cigarettes a day and we're going to toss you out." They give him a bed and take care of him. I feel smoking is just as bad as alcohol. I think it's just treated different socially, 'cause so many people do it maybe.*
>
> *Your whole life is spent searching for happiness... drugs and alcoholism, I would suppose, are a form of suicide. You just don't want to put up with [the search for happiness] anymore.*

There were also a few students (11%) who were negative about the use of alcohol and either disliked it or criticized it's effects.

> *I drink less now than I did last year. I don't like it. I do it because it's socially acceptable and that's the thing to do when you go any place. I have one and say, "Gee that was good," and all the time I think - it was terrible.*
>
> *My attitude towards drinking is that it's fun for about the first 25 minutes but after that you get very sick, very tired and...you just feel terrible until you're able to fall asleep. It has too many bad side effects.*

Reaction to Attitude Changes

After the students had been given an opportunity to discuss specific as well as general attitudes, they were asked how they felt about the changes, if any, that had occurred. Of the whole group, 65% reacted positively to the changes. Of all the groups, this was the feeling of resident men most frequently (77%) but commuter men least frequently (55%) (Table 5.8).

> *Well, I think they're good. I think most of the changes that I have experienced have made me more aware.....that people lead their lives differently than I lead my life and I think that awareness is good.*

The most frequent reaction (38%), especially among men (44%), was the feeling that the changes were an improvement; they were pleased about having made them. Another fourth of the students (23%) felt even more strongly about the beneficial effects of the changes. A third of the resident men and 37% of commuter women were very pleased with their new attitudes, although very few (7%) commuter men reacted so positively. These students felt that the attitude change reflected their increased maturity and personal growth and that they were better people for having made the changes. They indicated that the unquestioned acceptance of

Table 5.8 **REACTION TO CHANGES IN ATTITUDES**

REACTION TO CHANGE	% of Students RM	CM	RW	CW	Total
CHANGE					
POSITIVE	77	55	61	68	65
Very pleased / more mature / less conflict	33	7	23	37	23
Pleased: change is an improvement	44	44	23	31	38
End of a phase: now more settled values	-	4	15	-	4
NEUTRAL: OK (without elaboration)	11	11	15	-	9
MIXED: negative and positive comments	6	14	8	12	11
NO CHANGE	*6*	*18*	*15*	*19*	*14*
Total NUMBER: Students	18	27	13	16	74
Total NUMBER: Responses	18	27	13	16	74

previously acquired values was less satisfying than the introspection and evaluation they had undergone which represented growth as a person, even if the values and attitudes emerged about the same as in the beginning.

> *I think they've made me more of a person, more of a well-rounded person and I enjoy...the new me as compared to what I used to be.*
>
> *I like them for the simple reason that I've decided to make the change. They haven't been forced upon me. I'm the one who weighed both sides and came up with the conclusion. I'm the one who took stock of the situation and I made the changes because I wanted to...*
>
> *It's probably served to eliminate some of the insecurity or whatever - the unbalance in my life...people's philosophy of life and things like that change so that they'll have the least amount of unbalance and disorder in their life so I guess my change in values has helped me eliminate some of the unbalance.*

A few students, but no commuter women, didn't express much feeling about their attitude changes. They appeared to have a neutral reaction.

> *They're not really that set to begin with. I'm willing to have them change if they do.*

A few others had some negative reactions to their attitude changes. No reactions were completely negative however; each student had some positive comment as well.

> *I'm not sure right now about a lot of stuff, so it's like I'm in between things...I gripe because... a lot of stuff I'm unsure about, I'm sort of halfway in between.*

There were also those students who had not experienced any changes (14%), more commuters (19%) than residents (10%). They, too, reacted favorably to the maintenance of their values.

> *Well, I'm glad they haven't changed. I wouldn't want those values to change because I thought they were good in the first place. They were what I really believed in and I think it would have caused me a lot of distress if they had changed.*
>
> *It doesn't disturb me that they haven't changed really because I guess these were the sort of the values I was brought up with and what I believe in. And the college situation exposes you to a lot of different values and different people and it's a good experience to get somebody else's viewpoint or something, and that kind of makes you think about your own impressions, but after this experience of being exposed to other people's ideas and values, I still believe in the ideas that I was brought up with. And, so by being exposed to them, it's made me aware of other people's values but it hasn't really changed my own.*

Summary

When asked if their values had changed since the previous year, students reported that they did not perceive gross changes. For all students, the most frequent comment was that their values, whether perceived as the same or different, reflected their own thinking and convictions, as distinct from unquestioned acceptance of those of some authority figure. These self-determined values were regarded as a by-product of increased introspection, experience, and maturity and were generally a source of satisfaction to the students.

On the preselected topics, a majority of the students had modified their attitudes in two of the six areas: people and religion. Similar to the previous year, they reported becoming more tolerant and accepting of people and increasingly able to judge people, being at ease with people and being more aware and realistic in their appraisals of others. A few of the students, especially men, reported very little change this year; their attitudes were apparently fairly settled by the third year.

Also similar to the second year, students continued to be concerned about their personal religious beliefs. Some reported having evolved a personal faith, as distinguished from "organized religion;" others were questioning traditional religious organizations and customs, seeking to define their own beliefs. Commuter women were most likely to be questioning; resident men had, more than other groups, apparently established their religious values.

Concerning the drug issue, about one third of the students reported modifying their attitudes in the third year, fewer than the previous year. Similar to the second year, however, there was a marked difference between the attitudes that remained unchanged and those that had been altered. The majority of students who maintained their earlier attitudes were quite negative about drug usage; they viewed drugs as harmful, as a mechanism of escape which served no useful purpose. Conversely, changes in attitudes toward drugs were generally in a more tolerant direction, particularly with respect to marijuana as contrasted with LSD or the "hard drugs". Many of these students had learned more about drugs - through their friends and through the Drug Conference in the spring of their third year.

Sex, smoking and drinking seemed to be areas in which students had already established their attitudes and were acting accordingly. Those who did comment on their attitudes toward sex were fairly liberal. Generally they felt that it was up to the individuals involved to decide what was appropriate behavior. Smoking was viewed negatively by most students, including those who themselves smoked. Drinking in moderation was viewed favorably.

Most students were hesitant, if not absolutely unwilling, to impose their own views on others. Individual freedom of choice in all areas was an important value to them, although a few recognized that this value could be abused. The only possible exception to an absence of criticism of others was that some students would try to discourage their friends from cigarette smoking because of its known harmful effects. However, student unwillingness to condemn or criticize the behavior of others did not necessarily mean that they condoned that behavior nor that they themselves would engage in it. In general, students seemed to feel that prohibitions by moral and/or legal codes did not influence behavior. The failure of Prohibition was frequently cited as an example of why drug laws would not prove to be effective either.

CHAPTER VI

PURPOSES, VALUED EXPERIENCES AND CONCERNS

To understand students' varying reactions to the University experience, it is important to know what students perceive as the purpose of their college education. Additional insight can be obtained from their discussion of their most valued experiences at the University as well as their current concerns.

Purposes of a College Education

An interesting reversal occurred between the second and third year in students' ideas about the purpose of a college education (Table 6.1). Whereas 48% of the sophomores had reported they maintained their initial ideas about the purpose, only 22% of the juniors reported no change. Indeed, nearly two-thirds of the juniors (68%) reported they had acquired new purposes, either supplementing the original ones or substituting some new ones for discarded ones.

> *When I first came here I just was coming here to get marks and go to school. I didn't know anything about what a college education was, really. I don't think you do until you sit back and look at it. The education really isn't in the classroom...It's mostly what you get outside it. The people you live with and people you meet.*
>
> *When I first came, I was saying I'm going to have to look for something that is going to give me a background so I can go out and get a job. But I find when I get here that most of the people here aren't here for the purpose. I mean it's just like a building block...When I first came I was looking for something functional, but I soon realized I probably wouldn't get that here.*
>
> *I'd say I had misconceptions before I came but I don't remember what they were...if they were misconceptions at all or if they were just the things you would see in a movies or on TV, and you think that's what college is all about. As you go through it, you find that there is a lot of new things you never thought about...I didn't know about a lot of the things that I see now. It's just that they are new, they're interesting.*

Table 6.1 PURPOSE OF A COLLEGE EDUCATION

	% of Students				
PURPOSE	RM	CM	RW	CW	Total
CHANGE	*68*	*62*	*73*	*68*	*66*
Change	58	39	66	39	48
Partial change	10	23	7	29	18
NO CHANGE	*26*	*22*	*20*	*17*	*22*
NOT ASKED ABOUT CHANGE	*5*	*16*	*7*	*17*	*12*
VOCATIONAL	63	66	40	44	54
Vocational preparation, usually in a specific field/preparation for graduate school	50	49	27	44	45
Need degree to achieve or maintain status, get someplace/material benefits/money value	26	26	13	5	16
SELF DEVELOPMENT	47	26	67	44	42
To become a whole person, well-rounded/broaden perspectives/develop new interests	40	22	46	33	34
Develop independence, maturity/establish identity	15	6	27	5	12
INTELLECTUAL DEVELOPMENT	26	19	27	33	25
To learn/gain knowledge, education	25	10	20	11	19
Intellectual satisfaction/enjoy intellectual stimulation	-	10	6	22	8
AVOIDANCE OF ALTERNATIVES	15	9	19	11	13
Just want it, don't know why/parents see it as security	5	3	13	11	7
Avoid the draft	10	6	-	-	4
Better than working/not interested in degree or success	-	-	6	5	2
SOCIAL DEVELOPMENT	-	3	13	5	5
Meet people, learn from interaction with them	-	3	13	5	5
OTHER	10	10	6	5	8
Total NUMBER: Students	19	31	15	18	83
Total NUMBER: Responses	56	76	45	55	232

Students who mentioned more than one purpose sometimes discussed their relative importance; others did not. No attempt is made in the following discussion to distinguish between primary and/or secondary purposes.

> *I think the primary purpose is just to open you up to see what's around you in a different way than you can with high school, because it's a completely different atmosphere. Well, the secondary purpose would be like going into a career, but I don't think it's the primary purpose.*
>
> *Well, one thing is to prepare me so I can go to graduate school and the kind of career that I want and the other thing is not so much to do with books, just learn about yourself and other people and how they think. Just - It kind of helps your mind grow up in the way you look at things.*
>
> *I think it's had two reasons. The first one is strictly academic - broaden my academic perspectives, make me a better informed person, supply me with an education I lack. I guess that's kind of standard. But I think the college experience as a whole has helped me to grow up.*

Not all students were satisfied that their objectives were being met. A few had become disillusioned and expressed discontent with what they were encountering.

> *Instead of the idea of coming to college is to learn, the idea of going to college is to get your ticket to grad school...And I don't think the two are compatible. In some - they can be, but it's a lot easier to separate the two and choose the lower goal - what I consider the lower goal - just going to get grades.*
>
> *I still think I'm supposedly here to learn how to think. That was the basic thing, but I have a feeling that now it's turned into more of just learning a profession and not so much learning how to think. I think everything is sort of geared toward just learning a profession.*
>
> *I don't know. I really don't know...although I'm here - and I'd sound too hypocritical by saying I'd rather not be here - but I'd rather be doing something else because I don't particularly see that what I'm learning is going to help me.*

The rank order of students' purposes in attending college in the third year differed from that in the second year. In both years, vocational purposes were cited most frequently. However, the second- and third-ranked purposes in the sophomore year, i.e., intellectual development and personal growth respectively, were reversed in the junior year. The order of the fourth and fifth purposes in the previous year, i.e., social development and avoidance of alternatives, was also reversed this year.

Vocational Objectives. Nearly as many students as last year, more men (64%) than women (42%), responded in terms of vocational values (54%). These values included vocational preparation and the future social status and economic rewards anticipated from obtaining a college degree.

In the third year the single most frequently reported purpose was vocational preparation (45%). Some (38%) sought the baccalaureate degree as an end, certifying occupational competence. Others (7%) viewed it as the means required for access to their chosen field in graduate or professional school. The latter students saw undergraduate studies as an initial step to be fulfilled en route to their actual goal. This was true of resident men (15%) more than of any other group. Commuters (45%) were more likely than residents (29%) to emphasize the occupational preparation afforded by the baccalaureate degree itself.

All groups, except resident women, showed an increase in the number expressing their purpose for college attendance as vocational preparation. In the junior year, vocational preparation had become the single most frequently given purpose for a college education. As they approach the final stage of their undergraduate education, students apparently come to realize the value to themselves of the vocational preparation offered at SUNY/B.

> *All this college is for, as far as I can see, is getting an occupation, getting a job.*
>
> *Just that I want to be a business teacher and the only way I can be a business teacher is to go through the four years. So, that's the only reason I'm really here.*
>
> *Before it was courses which I'm never going to use...But now I'm getting into my professional courses and I just love them. I feel now I have a purpose.*

In comparison with the previous year (39%), fewer respondents (16%) answered in terms of the material aspect of vocational expectations i.e., material gains, financial security and social status in the future. Usually their primary interests were focused on attaining a more interesting and rewarding job, rewarding in opportunities both for advancement and remuneration. To them, a college diploma represented the means to get ahead vocationally, to make something of themselves, to ensure a more comfortable life than might have been theirs without a college degree. This point of view was more commonly held by men (26%) than women (9%).

> *I'm very realistic about it. Although it's nice and it's very ideal to say, "You're at college to learn and expand your mind," but you've got to get down to realities. I'm at college to get a better job, to be better off financially, and I don't want to dig ditches, in other words.*
>
> *I still think it's important for everybody to get an education because the way the world is changing now - the rapid change in technology and everything. If a person doesn't have an education, he's not going to advance very far in the world as far as a job goes, as far as money - I suppose money is really an important thing.*
>
> *The reason I'm here is to get the money when I get out.*

Self-Development. Of all groups (42%), resident women most frequently (67%) and commuter men least frequently (26%) referred to self-development as a purpose of a college education.

Residents more often (43%) than commuters (28%) felt that college offered them the opportunity to become a whole person, a well-rounded individual with a broader perspective and an increased interest in life. They felt that the exposure to the many diverse activities and people on campus facilitated the development of numerous and different interests, which enhanced their development as individuals. Each year the number of students so responding has increased (11%, 1966; 27%, 1968; 34%, 1969), as they have come to realize that college, as a total experience, offers more than they had originally perceived it could.

> *It kind of liberates you, broadens your interest. I can't really say that what I'm learning today is going to be applicable to what I'll be doing for the rest of my life. Probably. I don't think so. But, it - I think it does make you a more interesting person. I mean, it gives you more interests. It also gives you a different outlook on life. I think it's very valuable in that sense.*
>
> *I think to see things differently than when I came up here. To broaden my outlook on things, to get an education. To meet people - I feel it's to round out a person and to give you all the extra things you wouldn't learn normally on your own. It's almost leading you by the hand into all the other fields.*

For a number of respondents (12%), about the same as the previous year, college was a place where they could mature, be on their own, learn to make their own decisions, and develop self-confidence. This aspect was mentioned more by residents (21%), especially women (27%), than commuters.

This seemed to be an important purpose for resident women during both the second (21%) and third years; yet in both years it was perceived as an end by only three commuters. Perhaps this aspect should be viewed as a more obvious concomitant purpose for those who "go away to college" rather than a universal goal.

> *I'm learning to think on my own a little bit and learn how to act on my own and be my own person.*
>
> *To find out exactly who I am, where I'm going, what I'm doing, what I want out of life - and it's possible to see these things through my activities on campus, not only in school work, but extra-curricular activities - opening up new interests, speaking with people and seeing how they go about their business and what they want to do, speaking with teachers or adults. I find I look at things in a different light.*

Intellectual Development. Learning for its own sake, the intellectual stimulation with a concomitant de-emphasis on grades or the degree, *per se* motivated fewer students the third year (25%) than the second year (45%).

"To learn, to be exposed to many fields" had been the single most frequently mentioned purpose the second year (45%). It decreased in frequency the third year (19%) among all groups, but especially among commuter women (72%, 1968; 11%, 1969).

A sense of personal satisfaction and enjoyment of intellectual stimulation motivated a few third-year students (8%), especially commuter women (22%).

> *I love college. I think I've finally reached the point where I go to classes and I register for courses because I really want to learn about them. Well, cause I'm history, aside from being an historian, that really has no practical application. It's just that I majored in history 'cause I love it. So I think that's why I go to school, too.*
>
> *I look at it as a learning experience and the reason I want to go to school is so I can take these interesting courses.*
>
> *I think there's a lot of value in it, what do you call it - learning-wise, 'cause I like to learn. It's really opened my mind up, I'll give it that much...*

Avoidance of Alternatives. The purpose of a few students (13%) in attending college was to avoid a less desirable alternative. For example, a few men (8%) were attending college to avoid military service, and a few women (6%) regarded attendance here as preferrable to working for a living.

> *Probably the only reason why I'm in school is because of the draft - a very practical reason why I'm here.*

A few students, more women (12%) than men (4%), said they just wanted a college education, they didn't know why they were here, or that their parents saw it as security. This acceptance of society's expectations rather than any motivation of their own was reported by only 7% in the third year, a decrease from the 21% who so responded as freshmen. It would seem that students gradually discover reasons for attending college as they experience it.

> *I don't put a very high value on college education because I don't have any plans for when I leave college. I'll probably just get an ordinary job. I'm not too interested in the degree, but at the same time it sort of offers what my parents see as a kind of security, to have the degree in this country.*

Social Development. Unlike last year when social aspects of their university experience were an important purpose for 22% of the students, only a few juniors (5%), indicated that the purpose of college was to meet, learn from, and better understand other people. However, for one resident woman it was the only reason for college attendance.

To summarize the differences between the second and third years in the perceived purposes of a college education, one may look not only at the change in rank order of the major categories, but also at the changing frequency of specific purposes. Vocational preparation continued to be a primary purpose. Intellectual growth and personal development were reported with similar frequency the second year but with disparate frequency the third year - the intellectual purposes declining substantially.

Nearly half of the juniors, compared with fewer than one-fourth of the sophomores, reported that their purposes had changed. This comparison of the rank order of purposes helps delineate the direction of the changes.

Experiences of Most Value

When asked to describe what was of most value to them in their college experience, interviewees answered primarily in terms of personal rather than academic or intellectual attainments (Table 6.2). Their responses were similar to those given the previous year, although the percentages in and, thus, the rank order of the categories differed in many instances. To some extent, they were related to their perceptions of the purpose of a college education. It appears that, for some students, the purpose in attending college are being at least partially satisfied.

Table 6.2 EXPERIENCES OF MOST VALUE

	% of Students				
EXPERIENCES	RM	CM	RW	CW	Total
PERSONAL DEVELOPMENT	*61*	*39*	*87*	*50*	*54*
Opportunity for independence/being and living on my own/self-responsibility/ fewer restrictions	28	7	53	13	21
Better understanding of self/more sure of self/unsatisfactory experiences bring self-evaluation/now set own goals	6	19	33	19	19
Broadened perspectives and interests	17	10	7	25	16
Now form own opinions/crystallize philosophy of life	17	6	13	-	9
INTERPERSONAL EXPERIENCES	*39*	*39*	*33*	*75*	*45*
Friendships, personal relationships formed	28	13	33	38	25
Opportunity to meet many new people	11	13	7	50	19
More at ease socially/more outgoing	5	13	-	13	9
Better understanding of people	5	3	-	13	5
Experience in social or professional organizations	5	3	7	-	4
DISCOVERY OF DIFFERENCES	*33*	*26*	*27*	*19*	*26*
Opportunity to discuss differing points of view	22	16	-	13	14
Non-academic campus activities	5	10	13	19	11
New and different experiences	11	3	7	19	9
Total university experience/the whole experience	5	9	13	-	7
INTELLECTUAL EXPERIENCES	*22*	*30*	*20*	*13*	*22*
Learning in and out of class	11	16	7	13	11
More aware/improved critical thinking	5	10	7	-	6
Inspiration of faculty, scholars	5	7	7	6	6
OTHER	5	*13*	*7*	*6*	*7*
NOTHING	-	*3*	-	-	*1*
Total NUMBER: Students	18	31	15	16	80
Total NUMBER: Responses	35	57	33	38	163

Personal Development. The principal differences apparent in the third-year description of valued experiences, as compared with previous responses of these students, was the slight increase of students who responded in terms of personal development (46%, 1968; 54%, 1969), and a decrease in those who responded in terms of intellectual development (33%, 1968; 22%, 1969). Personal growth experiences included increased personal independence and responsibility for their own lives, better understanding of themselves through self-evaluation, general broadening of interests and development of their own goals, opinions and philosophies of life. Of all groups, resident women most frequently (87%) and commuter men least frequently (39%) valued these experiences. Commuter women were the only group in which fewer students than the previous year so responded (61%, 1968; 50%, 1969).

About the same number of residents (39%) as the previous year, again more women (53%) than men (28%), referred to opportunities for independence. However, even fewer commuters (11%) than last year (21%) mentioned these among their most valued experiences. Commuters more frequently referred to having to take personal responsibility for their academic work while residents more often discussed their independence in terms of their family relationships. A few residents, especially women (20%), were specific in citing their experiences of living in an apartment and being responsible for themselves and their own needs as being of most value to them.

> *Oh I find that living on my own has accelerated my sense of responsibility for myself and that, in turn, has allowed me to mature faster.... Eventually you find that you're really determining your own life. Where if you do it, it gets done, and if not, it doesn't. So that gradually has changed my whole outlook on everything.*
>
> *I guess it was thinking on my own. Thinking for me, me doing the thinking.*
>
> *Freedom in the school, the fact that I'm a resident student...basically because I don't think I could have been experimenting and tried this hard if I had been living at home under my parents' wing.*

In contrast with last year when the independence category contained at least three times as many responses as did the other categories of personal development, in the third year self-understanding and broadened-self and interests were mentioned almost as frequently (19% and 16%, respectively) as independence (21%).

Of all groups, resident women most frequently (33%) and resident men least frequently (6%) felt they had moved toward increased self-understanding and more realistic self-evaluation during the preceding year. They had learned more about themselves and their personalities and had come to a clearer understanding of their own abilities, desires, goals, etc. They now felt their self-appraisals were more realistic.

Because of increasing confidence in their self-evaluation, they felt more capable of developing their own opinions and working toward goals they were defining for themselves. They were aware of themselves as unique individuals and were increasing in self-confidence as they came to know themselves better. Several students learned more about their limitations and/or strengths from having endured disquieting experiences, such as failing a course or dropping out of school and returning.

> *When I first came here, I had a very lackadaisical attitude. I didn't really care if I was going to stay here or not and I got myself in all kinds of trouble. I was on [academic] probation...Then I decided I was going to stay here and I really started working towards things, and this last semester I ended up on the Dean's List. So it taught me to kind of hang on and if you want to get somewheres, go - really put some effort into it. It taught me - I have more self-confidence in myself, let's put it that way. I feel if I really set my mind to doing something, I could do it.*
>
> *I feel like I'm a real person rather than just one of the group and because I can relate to other people and be accepted by them as an individual, I've come to realize more things about myself. Going back to something I said before, I just feel more of a person and that's just meeting people, being with people.*
>
> *I could finally affirm myself, believe in myself, search for my own life style, without trying to copy somebody else's and that's the most valuable thing that has happened to me since I've been here.*

Another group of students (16%), especially women commuters (25%), reported that they most valued intellectual experiences which had broadened their perspectives and widened their interests.

A few students described specific employment or course projects that had given them opportunities to take on responsibility in ways which had not been available to them previously.

> *The most value? Well, this liberal attitude that I've taken, I think. I've just opened up more. I can see more. I can read into things now. I don't believe everything I hear and I have to find it out for myself.*
>
> *I think working for the professor was one thing. It's probably the biggest thing. It's just the kind of experience where you have a problem and you go out and do it. You do research and work out things. This kind of stuff. Maybe this summer was more conducive*

> (Cont'd.) *to that kind of thing. I was really on my own. It was my own idea and I went out and looked up the research in the journals and did what I could on it and that was the biggest thing.*

A few others (9%), particularly residents (15%) but no commuter women, cited that aspect of their personal development which had, by the third year, enabled them to form their own opinions and to have crystallized their philosophy of life into a coherent whole.

> *New ideas, I guess. Just my general philosophy - my values - have really, really changed. I've seen them evolve because I was very interested in them. It was more of a conscious process than probably takes place in most people because it's kind of my personal philosophy towards life.*

Interpersonal Experiences. Although again almost half (45%) of the respondents found their relationships with other people to be among their most valued experiences, this apparent stability is misleading. There was a noticeable increase in the percentage of commuter women who were especially appreciative of this aspect of their University experience (56%, 1968; 75%, 1969) while the percentage of other groups decreased (44%, 1968; 38%, 1969). This increase can be at least partially explained by the commuter women's stress on the benefit of having been provided an opportunity to meet many new people.[1] Apparently they regarded the university setting as a chance to widen their range of acquaintances and social life which has otherwise been restricted by their living at home.

> *I think just the exposure. The exposure to all different kinds of people who are interested in all different kinds of things. Just being one of twenty-two thousand people ...I'd say up to the time I got here I led a real sheltered life, really, and just the fact of meeting and being at a university where there are all kinds of different people - that's done me a lot of good. You just realize that people are all different.*
>
> *The talking with different people and getting to know different people. You meet a lot of interesting people... You get a lot of different viewpoints. You get to see what other people think and feel. And sometimes they have an influence on you. If they have something that you might have been thinking deep down in your mind, you really couldn't say it and somebody comes right out and says it for you. You really tune in and you know what they're talking about and it's something you really believe but you just haven't been able to say it. And you learn a lot of things from different people...but the people that you associate with, they seem to have so much to offer. I was always very quiet and kind of withdrawn and I guess that between last year and this*

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[1] See "University Environment and Student Maturity:" pp. 36-42.

> *(Cont'd.) year I've sort of come out of it to a certain extent and I've met a lot of people, all different kinds, and just from talking to them you learn an awful lot.*

For juniors, the single most frequently cited experience of most value had to do with specific personal relationships and friendships which had been developed while at the University (13%, 1968; 25%, 1969). The percentage of women reporting the formation of friendships as a most valuable experience jumped from 11% in 1968 to 35% in 1969. Further, a few students referred to a special heterosexual relationship as the single most valued experience.

> *Probably the good friends that I've made. 'Cause I can make friends quite easily, but I think good friends are quite hard to make and I think the several good friends that I've made up here is worth it - is worth the whole four years.*
>
> *Well, it has to be relationship with the girl I'm going out with. I have been going out with her about a year and a half, two years now almost. That tends to be most meaningful and valuable thing to me at present.*

Friendships continued to be of considerable importance to some resident men (31%, 1968; 28%, 1969) but were mentioned by only two commuter men. This difference may in part be explained by the opportunity for residents to develop relationships through their involvement in the dorms or in campus activities. The friendships of commuter men were less dependent on interactions on campus; they were, therefore, less likely to be so involved.[1]

> *Probably the kids that I've lived with. I've lived with a varied variety of roommates. It's about the best way I can describe it. There's all different religious and all different kinds of kids from different backgrounds. There's a lot of discussions, talks, some light talks and some serious ones, but just the - You get their ideas and you learn to appreciate what they think. You learn to listen to them. And you can stop and listen to a lot of things that go around about the University and they can mold you a little bit, but I think the real value to me is the people I live with. The close friends that I have.*

Learning how to deal with and understand people also seemed to be a valuable experience, although very few had stated this as a purpose of a college education. Becoming more socially adept (9%) and gaining a better understanding of how and why people act as they do (5%) were also mentioned, as were the experiences and relationships in a social or professional fraternal organization (4%).

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[1] See "Involvement in ExtraCurricular Activities," pp. 49-54.

Discovery of Differences. In the third year considerably fewer students (42%, 1968; 26%, 1969) reported that the discovery of differences through opportunities to discuss differing points of view afforded by the university environment, non-academic experiences, or new and different experiences was important for them. Much of this change is attributable to the sharp decrease in the number of resident women who gave this response this year (63%, 1968; 27%, 1969). Resident men responded nearly as frequently as before (38%, 1968; 33%, 1969), especially citing the opportunity to discuss issues with people who had differing points of view (22%). Commuters (15%) also referred to this aspect of their university experience, but no resident woman mentioned it, although nearly a third had done so the previous year.[1]

> *I think this is good to see how other people think instead of just your little clique that you go around with. See how other people think. I think it's helped me.*

A few students (11%), especially women (16%) most valued their non-academic experiences at SUNY/B. A few others (7%) did not differentiate among experiences but simply cited the total university experience as valuable for them. This is a decrease in the number giving such a general response and continues a trend; each succeeding year students have been increasingly specific about what has been valuable to them at SUNY/B.

> *Well, I definitely wouldn't say it was classes. I'd just say it was the things that happened outside of classes, meeting people and getting into new things that you ordinarily wouldn't have contact with. Just learning to cope with the stress.*

> *I think just the general atmosphere here. The ideas being thrown around.*

Intellectual Experiences. Intellectual experiences also were of most value to fewer students than previously (33%, 1968; 22%, 1969). Commuter men continued to be the group most likely to cite these as valuable. The frequency of their response was much more similar to that of the other groups, the third year, however. Whereas, more than half of them so responded last year (52%), compared with 25% of the other groups, less than a third did so this year (30%), compared with 18% of the others. Commuter women also gave fewer responses in this area the third year (33%, 1968; 13%, 1969). Residents, however, responded with the same frequency (20%) as they had the previous year.

> *Certainly the academic life has been [of most value] as far as what I've learned and the professors I've met.*

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[1] See "University Environment and Student Maturity," pp. 36-42.

In addition to the general learning described as valuable by the students, the improvement of some specific skills involved in critical thinking, e.g., the ability to appraise information, was seen as a valuable outcome of academic experiences. A very few students (6%) also spoke of the value they had derived from their study under noted scholars and faculty members here at SUNY/B.

> *Probably learning to think on a higher level. When given a problem or a discussion, to be able to see both sides. Not just think of one way as bing true or being false, but to look at the views of others and analyze them and combine them with your own views and make a proper decision or conclusion - what you think is worthwhile.*
>
> *Well, I think the atmosphere here helps a lot and the faculty, on the whole, is very good. I think my advisor has helped me a lot. I give him a lot of credit. There's been some good teachers that have changed my ideas about things.*

Finally there were those few students (7%) who gave idiosyncratic answers, as well as one male commuter who said nothing had been of value to him during his university experience.

> *My car. When I get frustrated, I get in it and leave. I don't know what I'd - I think I'd go mad if I was trapped here.*

Concerns

While many of the students' concerns were the same as those mentioned during their second year, others were mentioned for the first time or were described with a different emphasis. Academic and personal areas of concern continued to be mentioned most frequently; however, concerns about future choices were less frequent. In the third year, financial concerns were much more frequent, warranting separate treatment (Table 6.3).

Academic. Academic concerns continued to be a source of worry for a majority of the students (55%), although for fewer than in the second year (65%). Men mentioned them much less frequently than previously (72%, 1968; 50%, 1969). Women, on the other hand, especially commuter women (63%), reported academic concerns slightly more frequently than they did last year (56%, 1968; 61%, 1969).

More than a fourth of the students, especially women commuters (37%), were concerned with their marks and averages, but the emphasis this year was different. Although a few were still concerned with achieving passing

CONCERNS

Table 6.3

CONCERNS	% of Students RM	CM	RW	CW	Total
ACADEMIC	*47*	*52*	*59*	*63*	*55*
Marks, maintaining an average	26	27	18	37	27
Getting through, staying in school	10	21	41	21	23
Classwork, papers due	5	14	12	10	11
Summer school/registration next semester	5	3	-	10	5
Choice of major/meeting requirements	-	-	6	10	3
PERSONAL	*68*	*38*	*41*	*58*	*50*
SELF					
Self-evaluation/personal problems	10	14	18	10	13
Philosophy of life/living a happy life/ enjoying and benefiting from college	10	7	-	5	5
OTHERS					
General interpersonal relationships/ social skills	10	14	12	21	15
Friend, lover relationship, problems	31	10	6	10	13
Family relationships/problems	10	7	12	21	12
Heterosexual ties/love and marriage	16	-	6	16	8
FUTURE	*31*	*27*	*29*	*21*	*27*
General future choices	26	17	29	10	20
Post graduate choices/department or school acceptance	16	14	6	16	13
Draft	21	24	-	-	13
SOCIAL	*37*	*14*	*18*	*10*	*19*
General social and political concerns	21	7	18	5	13
Desire to help solve social problems	5	7	12	5	7
FINANCIAL	-	*27*	*12*	*26*	*18*
Money desired/needed	-	21	6	10	11
Employment desired/needed	-	10	6	16	8
IMMEDIATE	*16*	*3*	*29*	*10*	*14*
Ride to NYC /weekend plans/ other	16	3	29	5	12
Dieting	5	-	-	5	2
OTHER	*16*	*7*	*12*	-	*8*
Total NUMBER: Students	19	29	17	19	84
Total NUMBER: Responses	52	69	46	48	215

grades, the more common concern now was obtaining an average high enough to insure acceptance to graduate or professional school. For these students the need for high academic achievement was a constant preoccupation.

> *Working on my papers. Hoping for mostly A's. Get my index high enough to make Phi Beta Kappa and just have a way clear to go to graduate school - if I want to go - and get money for going.*
>
> *Well, as far as school is concerned, I'm a little more worried now about getting good grades - I'm not sure how it works with a graduate school and all that what your average has to be, but I know it's important.*

Others (23%), especially resident women (41%), were concerned in a more general way with "getting through school." There were few who still felt insecure about their intellectual abilities to "make it" here if they put forth appropriate efforts. Therefore, in the third year, the comments about concern with "getting through school" and staying in school, although in words similar to previous years, seemed to refer to the endurance or staying power of the student, rather than ability.

> *I'm concerned with getting through school and getting an education. That's more or less my main thing.*
>
> *Getting through school mainly and just being able to support myself and my wife and just getting through school. That's about all I think about, really. Mainly.*

A few students listed their immediate academic activities, like writing a paper, finishing the semester's work, or registration for summer school or the fall semester which was dependent on their current semester results.

> *Right now? Getting through finals and out of here.*

Personal. Almost as many students cited personal concerns (50%) as cited academic ones (55%). Although the percentage reporting problems in personal areas was similar to last year, there were changes within the four groups. Both resident men and commuter women mentioned concerns in this area much more frequently than last year (RM: 44%, 1968; 68%, 1969; CW: 39%, 1968; 58%, 1969). The percentage of resident women so responding decreased to less than half the previous level (89%, 1968; 41%, 1969). Only among commuter men was there a similar percentage responding in both years (39%, 1968; 38%, 1969).

Dissatisfaction with personal attributes and concern over personal problems were less frequently mentioned than in the second year, although there were still a few students wrestling with them (20%, 1968; 13%, 1969).

> *Well, for one thing, breaking out of my own little old shell here and getting out. It's sort of hard. I can't find the key.*
>
> *This idea of will I have the strength to do what I want to do? -kind of concerns me now - probably more than anything else. Some things I've brought into focus at certain times and this is one of them. I've been asked to do some things that I want to do and I've turned them down, I can rationalize and say that they were impractical, which they were, but in reality I still wanted to do it and I didn't do it. So now I'm questioning - do I have the strength to do what I really want to do -when the rational time comes around. So this then has brought that into focus and that's one of my concerns.*

A few students (5%) expressed concern about developing a philosophy of life or leading a good and happy life either in general or during the college years. In the second year, resident women (28%), more than any other group, had said they were concerned about getting the most from their college experience; however, none of them so responded this year.

> *I guess you can just sum it up by I'm just kind of concerned with living. I don't want to just vegetate. I think you can put excitement into even the most meager activity...*

The problem of relating to others was more frequently of concern in the third year than in the second year. An increase was observed in all groups in the number who expressed concern about family relationships. This concern was frequently for their newly formed or expanding nuclear families.

> *First of all there's my family and my fiancee-to-be and my education but I think my primary concern right now are the people that are close to me.*
>
> *Oh just becoming a father in a month. I feel like I felt 10 years ago waiting for Christmas. Everything seems to be centered right around the birth of the child. That's the big thing now.*

About the same number of students (15%) as last year expressed concern over general interpersonal relationships and social skills, although this number included more commuters (10%, 1968; 17%, 1969) and fewer residents (21%, 1968; 11%, 1969) this year.

> *Getting along with friends, getting to see people, trying to improve my abilities and getting along with people.*

In the third year, responses concerned both specific and general heterosexual relationships. A few students (8%), but no male commuters, said they were hoping to develop a close heterosexual relationship.

> *Well, I've been searching for the girl of my dreams like everybody else, which I think is very important and I wish it would happen already.*
>
> *Finding probably the person to marry, but I wouldn't want to marry him right now anyway, so really I don't want to find him immediately because there's a lot I would like to do before I get married.*

Those students who had established close relationships and were concerned about them (13%) included nearly a third (31%) of the resident men. It was this concern about their girlfriends that accounted for the great increase in the number of resident men in this category the third year.

> *Having something happen with this girl that I broke up with, because I didn't want to break up with her.*
>
> *I've been going with this girl for a long time, five years, and you get in kind of like a groove. Not that I don't like it, but in a sense, I don't. I like it and I don't like it. That's what I'm starting to realize and it's getting closer to the time where I have to stay with that or go my own way. It's not an easy thing. That's why I'm trying to make up my mind so I don't make a mistake and that is one of my major concerns.*

Future. Unlike last year when over half of the students, especially resident men, indicated concern about their future, only 27% of the students did so their third year. This decrease may reflect the location of the question in the interview. In the second year interview, it was asked approximately midway through the interview. This year, however, it followed directly after questions about the student's future plans and goals. Perhaps in a discussion of goals and possible future activities some of what might generally be termed "concerns" about the future had already been expressed, and only those students who were concerned enough to reiterate their worry actually showed up as respondents in this problem area. It would be incorrect to infer from this decrease that students were significantly less concerned with their future than they were previously. Indeed, throughout the junior interviews it appears that some students were distressed to discover that more decisions must be made, now that they neared the end of their undergraduate study. They must consider again what options are open to them and decide what steps to take next.

Considerations of their future in general worried one-fifth of the students, especially residents (28%). Work? further study? what next? was on the minds of these students.

> *My concerns now are what the heck I want to do next year - where I want to go after next year, make up my mind for sure.*
>
> *I suppose my chief concern is exactly what I'm going to be doing for grad school, what field I'm going in for, and whether I will be going to grad school as soon as I graduate, or whether I will be working because I only have a year left and I do have to know what I'm doing when I get out.*
>
> *Right now trying to decide what I want to do or try to mesh what I want to do and what is practically possible and what is legally possible also as far as the draft. Those three things.*

Those students who knew what they wanted to do were concerned with whether they could accomplish it (13%). Would they gain acceptance to the graduate school of their choice? What would they do if not?

> *My concerns pretty much are directed at getting into Dental School. That's pretty much it. That's number one on the list and number two doesn't even come close. I don't even know what it is.*

Nearly a quarter of the men found the possibility of being drafted a factor of uncertainty difficult to cope with in making future plans. Some had plans for coordinating it with their future activities. Others who hoped to avoid military service were disturbed by the difficulty of how to do so.

> *The trouble is that the draft has affected my life so much in a sense that it's hard to say I have other concerns.*
>
> *Well,* (a) *staying out of the Army for as long as possible or maybe until they change the system.* (b) *Well, that probably is my major concern because if I can stay out of the Army, if I'm not obligated in some way to spend two years of my life in a certain way of life - If I can accomplish that, then I can do anything else that I want.*

Social. About a fifth of the students, a few more than last year, expressed their concern over various contemporary political and social issues. Resident men were more likely (37%) than any other students (14%)

to express these social concerns. Commuter men were the only ones to give this response less frequently than previously (23%, 1968; 14%, 1969). A few students mentioned their desire to be involved with helping to solve social problems.

> *I'm concerned about the way people are trying to get things done through the use of violence when they keep yelling, "Peace, peace, peace in Vietnam," and right away here they have violence, trying to knock down Themis and take over Hayes Hall. I'm concerned that this is my generation that people are yelling at. The majority - well, right now maybe a slim majority - do not agree with the way these people go about it, even though they may agree with their ideas, or some of their ideas.*
>
> *I'm also concerned with reforms in the government and inner-city and urban problems and working towards change and that. I don't know, it's just the kind of thing I'm very concerned about. But I just feel like a very small part of it. So many people are concerned and where could you go and what could you do from there. I think it's fine to worry about it, but very few people could do anything and get anything accomplished.*

Financial. In the second year, financial concerns were few enough to be included under immediate concerns. This year, however, financial worries were expressed by 18% of the students, including more than a quarter of the commuters (26%) but no resident men.

> *Oh, things like money. Having enough money so maybe I can enjoy myself.*
>
> *Saving enough money to be able to be with someone. That's the only thing that I really worry about.*
>
> *Get a job for the summer, that's my main concern right now.*

Similar to both previous years, a few students (14%) talked about immediate concerns or needs, for example: transportation for a trip, vacation or weekend plans, or losing weight. This year more residents than commuters, especially women residents (29%), reported concerns of a short-term nature.

> *My concern now is what'll I do with my cat tomorrow so I can go away for the vacation. I just don't - I don't think ahead as much as I used to. From experience, I know things will work out. Probably*

(Cont'd.) a very different way, but things will work out.

My concerns - I guess they're just little ones. Things like trying to diet.

To summarize, although academic concerns continued to be those most frequently cited by students, they were fewer than in second year as well as somewhat different because of the emphasis on high academic achievement rather than survival. Personal concerns continued to be as frequent as in the second year and were now as frequent as academic ones. They were reported by more resident men but fewer resident women. Social concerns showed a slight increase as did financial concerns, the former mainly among residents, the latter mostly among commuters. Immediate concerns remained at the same level. Interestingly, the pattern of decrease in the number having no concerns continued, so that in the third year every student cited some concern (7%, 1967; 1%, 1968; 0, 1969).

CHAPTER VII

SELF AND GOALS

All questions of the interview were directed toward eliciting students' personal reactions to various areas of the University experience - academic experiences, living arrangements and social activities. The most personal part of the interview was that in which the students described themselves, their feelings about themselves, their hopes about the kind of people they would like to be and the goals they would like to achieve. For many students, this part of the interview was difficult. However, these responses provide important insights which can help the University to be more responsive to the needs and goals of the students.

Self-Description

Juniors were asked how they would describe themselves, i.e., what qualities or characteristics they perceived in themselves. This request was a challenging one for them. Although a similar question had been asked in the previous interview, there were still complaints of its difficulty. Only three students, however, were actually unable to describe themselves somehow.

> *I remember when we talked about this last year and I've been thinking about it ever since. Who am I and what am I doing? It's really come up a lot. And it's funny because I never used to think it was important to know who you are... But I think that it's important now because, now I think that if you understand yourself to a certain extent, you can understand how other people act and why they act the way they do. So I've really sort of tried to look into it very deeply. I don't know if I've come any closer than I did last year.*

> *I hate this question...I don't have any answers - I don't know where to begin...I've never heard anybody describe me. I have no idea...I don't know. I don't look at myself that much, I guess. I really don't know. I can't answer that question.*

The students who did describe themselves produced a variety of adjectives and phrases. To facilitate a coherent presentation of data, the responses are organized into three categories: *Self-oriented*, *Other-oriented* and *Achievement-oriented*.

Self-oriented responses are those which characterize the individual's attitudes and feelings about himself, i.e., his disposition (personal outlook and feelings) and his ethics (moral outlook and characteristics) as well as those which referred to his development (past and present growth and changes).

Other-oriented responses describe the individual's feelings, behavior and attitudes in relation to others. "Others" might be individuals, small groups or the community.

The third category of responses, *Achievement-oriented*, includes characteristics which are related to intellectual or personal success.

Overall, students' descriptions were, in order of frequency: *Self-oriented (72%)*, *Other-oriented (62%)*, and *Achievement-oriented (29%)* (Table 7.1). Although the rank order was similar to that in the second year, noticeable fluctuations in the groups' percentages were evident within the categories.

Of the four groups, resident women were most likely (87%) and commuter women least likely (58%) to describe themselves in *Self-oriented* terms. For resident women the percentage so responding was similar to the previous year, but for the other groups it was less common, particularly among women commuters (95%, 1968; 58%, 1969).

This year, resident women were most likely to describe their dispositions as even-tempered, relaxed, patient, happy (41%) or as moody, insecure, disorganized (41%). These categories were used by the other groups much less frequently (15%).

> *Right now I'm very happy. Things are going very well, I'm very happy with myself as a person...*
>
> *I've become generally more even-tempered and at times, I have a 'don't-care' attitude or things-will-work-out attitude.*
>
> *I'm a bit stubborn at times and with a terrible temper at times.*

Nearly one-fifth of the students (19%), particularly resident men and commuter women (26% each), described themselves as self-confident, level-headed, realistic.

> *I've got self-confidence I haven't had before. I feel that if I set my mind to doing something, I could do it.*
>
> *I try and stay as rational as possible in most situations.*
>
> *I tend to accept things as they are. I think I'm much more realistic than some people.*

Juniors are faced with many decisions as they contemplate the completion of undergraduate study and plan for the future. However, fewer than previously said they were either confused, insecure (9%) or depressed, hopeless, unstable (12%).

> *As a person who knows where I'm going in life, I feel lost, and I'm sure until graduate schools are all picked out, I won't be anymore stable than I am now. But that's that. Until I find out exactly what career I want, or until I know who I'm going to marry or something like that.*
>
> *A mess. I'm very confused. Very ambiguous, ambivalent...I think that confused would be the best word, really, because there are no absolutes anymore, really, in my life. There's no good and there's no bad.*

In both years, more commuters (R: 6%, C: 18%, 1968) described their sense of humor, enjoyment of life and optimistic outlook; but in third year no residents at all cited such characteristics. This year having a liberal outlook became an exclusively male self-description (7%). Similar to second year, a few students (7%) described themselves as normal, average or typical.

Similar to last year, about one-fifth of the students described themselves in terms of ethics, all in positive terms: honest, conscientious. However, unlike the previous year when slightly more women (27%) than men (21%) so responded, this year more men, especially resident men (31%), used these words in describing themselves.

> *I try to be honest with myself and with other people. I try to be honest in an interview like this. I don't try to give you a lot of bull or anything. I try not to be a hypocrite, because, as I said, that's my biggest hangup. It turns me right off if I see somebody like that.*

Some students (38%), fewer than previously (46%), described themselves in developmental terms, i.e., references to growth or lack of it. Developing as a person or improving in particular ways, e.g., becoming more aware or more outgoing, was included in the self-descriptions of 15% of the students, least often, commuter men (7%). Only half as many juniors (13%) as sophomores (25%) described themselves as maturing - a change still in process. A few others described themselves as being mature or having matured, i.e., they felt that the process of development was completed.

> *I think I'm becoming more of a person - as a full, better-rounded person - that can be talked to as a person and not as a child. Several people who haven't seen me in about a year or so, I saw last weekend and they said to me, "You've really changed."*
>
> *Still growing up. Not fully grown up yet. I don't feel I will be until I leave the University. And I think a couple of years in the service will be good - because I haven't been in the world that much, sort of inside the University and at home, so I feel that getting out will help out.*

Table 7.1 SELF-DESCRIPTION

DESCRIPTION	% of Students RM	CM	RW	CW	Total
SELF-ORIENTED	*73*	*73*	*87*	*58*	*72*
DISPOSITION					
Relaxed/patient, even-tempered/ quiet/content, happy	21	20	41	10	22
Disorganized/hot-tempered, impatient/ insecure/moody, too sensitive or intense	15	15	41	10	20
Self-confident, secure/organized level-headed/realist	26	16	12	26	19
Depressed, unhappy/dull, hopeless/ unstable	21	10	12	5	12
Confused/mixed up/insecure	5	10	12	10	9
Normal/average/typical	5	6	6	10	7
Good sense of humor/enjoy life/ optimist/intuitive	-	10	-	15	7
Liberal outlook	10	3	-	-	4
ETHICS					
Honest/conscientious, dependable/ religious	31	23	17	20	23
DEVELOPMENT					
Developing as a person/improving (in specific ways)	21	7	17	21	15
Maturing/changing	10	13	17	10	13
Mature/matured	5	13	12	5	9
Immature/less of a person	-	-	6	10	3
Same	-	-	6	-	1
OTHER-ORIENTED	*63*	*63*	*62*	*58*	*62*
FEELINGS, ATTITUDES AND BEHAVIOR					
Relate well, outgoing/affectionate/ understanding/considerate, unselfish	58	23	25	31	33

SELF-DESCRIPTION (Continued) Table 7.1

DESCRIPTION	% of Students				
	RM	CM	RW	CW	Total
OTHER-ORIENTED (Cont'd.)					
FEELINGS, ATTITUDES AND BEHAVIOR					
Nice guy/interesting/easy to get along with/sincere	21	23	29	15	21
Tolerant, open-minded	15	6	23	21	15
Independent/self-sufficient	5	3	12	10	7
Demanding/hard to get along with	-	10	6	10	7
Inconsiderate/unkind/self-centered	-	3	12	5	5
Closed-minded/individualist/set in own ways	-	3	-	10	4
Shy awkward socially/afraid to relate to others	-	6	-	-	2
INVOLVEMENT WITH FAMILY AND COMMUNITY					
Family-oriented	15	-	12	10	9
Socially concerned	-	10	-	5	3
ACHIEVEMENT-ORIENTED	*26*	*26*	*19*	*47*	*29*
PERSONAL					
Ambitious/have goals/determined/ active	15	16	6	31	18
Lazy/lack goals/procrastinatinating	10	3	12	5	7
INTELLECTUAL					
Intellectual/a thinker/verbally proficient	21	6	-	20	12
OTHER	*10*	*3*	*17*	*10*	*9*
Other/physical description	10	3	6	5	6
Can't describe self	-	-	12	5	3
Total NUMBER: Students	19	30	17	19	85
Total NUMBER: Responses	62	96	60	74	292

> *I think...I've matured some. I have a more realistic view of life, but I don't really know.*
>
> *I guess I feel that I've reached about the final point of my development, anyway. I don't think I'm going to be changing that much anymore.*

However, in this third year, there were also three women who described themselves as immature or less of a unique person than they had been previously.

> *I feel like I've lost - I was a character and I was pretty unique when I came to college and now I'm just "bleaugh".*

Other-oriented responses were given by almost two-thirds of the juniors. Unlike last year when more commuters than residents so responded, this year the percentages among the groups were fairly equal. Descriptions of feelings, behavior and attitudes in relation to others were usually positive. A third of these juniors, especially resident men (58%), described themselves as relating well, being outgoing, affectionate, understanding, considerate. Another fifth of the students described themselves as nice guys/easy to get along with. Unlike the second year (18%), only a very few felt they were shy (5%) or inconsiderate and self-centered (4%).

> *...I'm a friendly guy. Quite compatible, easy to get along with.*
>
> *I think I'm a pretty nice guy. I try to be a nice guy. I don't want to hurt anyone-physically or mentally or whatever. I try to be friends with everyone, just about.*

A few students (15%), especially women (22%), but only 6% of the commuter men described themselves as tolerant and open-minded. The percentage of women so describing themselves had increased from (8%) in the second year.

> *I think I've gotten a little less dogmatic in my opinions. I will accept some one else's more. Well, that's partly just learning to live with people. You have to live with the people all year. You can't just get mad at them and leave.*

Similar to last year, few students (12%), described themselves in relation to family or community. Although in the second year this kind of response was given primarily by women, this year both men and women responded with similar frequency.

> *I've always been proud to be part of my father's family - my father's general family, and I still am.*
>
> *I think I'm compassionate, well, maybe sensitive to suffering as far as that goes. I really feel motivated to get out there and do something for the world. I don't know why but I just - I really want to do something and it doesn't have to be earth shattering or make the headlines, but just feel as though I've accomplished something.*

Commuter women more frequently (47%) than the others (24%), gave *Achievement-oriented* self-descriptions. They were the only group to give such responses more frequently this year than last (22%). Indeed, noticeable decreases were evident in the percentage of students giving these responses in other groups (RM: 67%, 1968; 26%, 1969; CM: 38% and 26%; RW: 42% and 19%). Commuter women saw themselves as ambitious, determined, active and goal-directed (31%) as well as intellectual and verbally proficient (20%). As many resident men gave this latter self-description, but few commuter men (6%) and, unlike last year (26%), no resident women did. Very few (7%), mostly residents, said they were lazy, procrastinating and/or lacking in goals.

> *Well, I think I'm pretty outgoing and serious in a lot of ways. I've got a lot of definite plans and ambitions.*
>
> *I'm a much more rational thinker than ever before*
>
> *Lacking in motivation, basically lazy, frustrated... I'm happy too,* though, *which is a terrible contradiction. I feel like I'm wasting myself, but I am fulfilling myself in other ways, so. I just know that I can do everything I'm doing now and also do a lot of reading and get a lot of learning in and I think, "Here I am in college and what am I doing with my mind?" I feel like I'm wasting myself in college, or this college. I know now, it was wrong for me, but I never would have known unless I was here.*

Self-Regard

In addition to a self-description, students were asked how they felt about themselves. Some (55%) were also asked if there had been a change in their attitude toward themselves. Three-fourths of the latter group replied that a change had occurred. The rest described the way they felt about themselves without distinguishing whether or not this was a change for them.

In general (86%) the students felt good about themselves (Table 7.2). A majority (52%), women commuters most frequently (66%), were very satisfied with themselves as persons.

Table 7.2 SELF-REGARD

	% of Students				
SELF-REGARD	RM	CM	RW	CW	Total
Positive: satisfied with self	58	48	44	66	52
Generally positive: aware of need for improvement	21	40	44	28	34
Negative in some respects	11	11	6	5	7
Other: mixed or neutral	11	-	6	6	6
Total NUMBER: Students	19	27	16	18	80
Total NUMBER: Responses	19	27	16	18	80

> *Not exactly self-satisfied but I'm happy and comfortable where I am now. I don't feel uneasy being me. I'm not putting anything on or anything. I'm kind of relaxed. I feel good being me, I guess.*

Another group (34%), resident women and commuter men especially, were fairly satisfied but felt the need for some specific improvement or general continued development.

> *...All right, except sometimes I wish I wasn't so moody and didn't get so nervous.*

> *Sometimes I don't like myself. It depends. 85 per cent of the time, I like myself, the other 15 per cent, I don't know. I have to wait and see. Things are still developing...I'm still changing. I think you keep changing as you go along, so that the 15 per cent is - you know, it isn't clear, you know - it's sort of vacillating. But the other 85 per cent is fine.*

A few students (7%) were generally dissatisfied with themselves at the time the question was asked.

> *How do I feel about myself? I don't know. Sort of disappointed. I'm not - It's hard to say definitely what it is, but I'm not satisfied with myself, I guess you could say. I can't say exactly what to change to make it better - to make myself better.*

A few other students (6%), but no commuter men, were unclear or uncertain as to how they regarded themselves.

> *I don't know. I suppose kind of neutral. I see my faults and I also see some good points.*

Desired Future-Self

Responses to the question, "What kind of a person would you like to be in eight years?" followed a pattern similar to that of the self-description question and were classified within the same three categories.

> *Kind, respected, intelligent, calm, someone who's loved - it would help...I'd like to be happy. I think that's important.*

Overall, students' future-self descriptions were in order of frequency, *Self-oriented* (64%), *Other-oriented* (50%), and *Achievement-oriented* (25%) (Table 7.3). While the rank order was similar to last year, the percentage responding in *Self-oriented* terms increased (54%, 1968; 64%, 1969) while those responding in *Achievement-oriented* terms decreased (35%, 1968; 25%, 1969).

In the third year the most common *Self-oriented* descriptors were those having to do with strength of character and convictions. Twice as many students as previously hoped to be courageous, self-controlled, sure of themselves and independent thinkers (11%, 1968; 27%, 1969). On the other hand, fewer said they wanted to be responsible, dependable, honest, or moral (24%, 1968; 11%, 1969). Although almost a third of resident women had described themselves in these latter terms the previous year, none did so this year.

> *I would like to be self-assured, know more about the world and its people. I would like to be more in control of my emotions.*
>
> *I'd like to have will-power*
>
> *I'd like to be honest and forthright and, well, be able to look around and not have to be ashamed of anything.*
>
> *I just hope that I at least have enough of a sense of responsibility to get the things done that I have to get done on time...And that I'm not so confused that - in 8 years I hope I know where I'm going or that I'm at least halfway there...*

When students were describing either their present or future selves, they expressed desires to achieve maturity and to continue to develop. More women (30%) than men (19%) listed such future goals. A few other students (13%), more residents (20%) than commuters (8%), said that they

Table 7.3 DESIRED CHARACTERISTICS: EIGHT YEARS HENCE

	% of Students				
DESIRED CHARACTERISTICS	RM	CM	RW	CW	Total
SELF-ORIENTED	*63*	*62*	*56*	*72*	*64*
ETHICS					
Courageous/sure of self and judgment/ independent thinker/self-controlled	26	34	25	17	27
Responsible, dependable/honest/ honorable/moral	10	14	-	17	11
DEVELOPMENT					
Mature/continued development/ personally more developed	20	17	31	28	23
Fulfilled/good life/at peace with self/proper	20	10	19	5	13
DISPOSITION					
Organized/positive outlook/satisfied/ carefree/active/happy	26	17	25	33	24
OTHER-ORIENTED	*41*	*41*	*56*	*55*	*50*
FEELINGS, ATTITUDES, AND BEHAVIOR					
Able to relate, communicate well/ socially at ease/friendly/well-liked/loved	16	24	31	33	26
Understanding/kind, considerate/ unselfish	16	21	19	22	19
Respected/extroverted, exciting person/ dynamic	21	-	6	11	9
Open-minded/tolerant/broad-minded	5	3	12	5	6
Sense of humor/sensitive	5	3	-	5	4
ACHIEVEMENT-ORIENTED	*32*	*35*	*31*	*22*	*25*
INTELLECTUAL					
Aware/up with events/open to new ideas/intelligent/read and study a lot/knowledgeable/curious and intellectually alive/articulate	16	14	25	17	17

(Continued on next page.)

DESIRED CHARACTERISTICS: EIGHT YEARS HENCE (Cont'd.) Table 7.3

DESIRED CHARACTERISTICS	% of Students RM	CM	RW	CW	Total
ACHIEVEMENT-ORIENTED (Cont'd.)					
PERSONAL					
Major decisions made/settled in life	16	17	12	11	15
Successful/successful competitior/ leader	16	3	6	-	5
SAME	5	*17*	-	5	*10*
OTHER/DON'T KNOW	*16*	*10*	-	*11*	*10*
Total NUMBER: Students	19	29	16	18	82
Total NUMBER: Responses	55	72	50	56	233

hoped to be fulfilled, to have a good life and to be at peace with themselves.

> *Eight years from now I hope to be a little bit more mature and learn a little bit more about life by that time*
>
> *I think I'd really like to be at peace with myself... be at peace with my own aspirations, feel I've fulfilled whatever promise I had in whatever field I decide was my calling.*

Whereas, in the second year students emphasized their desire to be calm and happy (29%), in the third year very few did. Instead, one fourth of the juniors, especially commuter women (33%), hoped to be organized, active, satisfied, happy, and have a positive outlook.

> *I don't want to be such a go-getter that I'm going to lose some of my other perspectives, but I don't want to be so easygoing that I'm not going to acomplish what I want.*
>
> *I'd like to be more serene than I am now.*

Other-oriented descriptions were given by slightly more women (56%) than men (44%). They aspired to be able to relate to others, to be socially at ease, and to be well-liked or loved; these desires were expressed by more women (32%) than men (21%).

> *I really would like to see a lot of people, talk to different people and learn from them. I think I've got so much to learn from people, that I feel like I'm wasting time when I'm not meeting people*
>
> *I think I'd like to be a warmer person...I'm not socially outgoing; that I'd like to have.*

About a fifth (19%) of the students wanted to be understanding, considerate or unselfish.

> *Be able to get along with people and be kind to people, even if they do hurt you, 'cause I know as you get older you get harder and you're not as patient with people as you'd like to be and I think I can see myself changing a little bit.*

Fewer students than last year (23%, 1968; 9%, 1969), again more resident men (21%), than others (5%) expressed their desire to be respected, extroverted, and exciting.

> *Be considerate and fair and to be respected and the only way you can be respected is if you respect yourself, you'll probably be respected by others.*

In the third year fewer students responded in terms of *Achievement-oriented* characteristics (35%, 1968; 25%, 1969); men's responses were similar in frequency to the previous year. The decrease was due, then, to a sharp decrease, from 47% to 22%, in the commuter women's responses.

About the same number as in the second year (17%) hoped to be keeping up with events, reading a lot, knowledgeable, open and articulate.

> *I'd like to be still educating myself. I'd like to read, just read, and read, and read, and live.*
>
> *I'd like to keep an eye open for things that I am still interested in and to pursue them. Perhaps maybe get back in politics...Probably I'd still like to be taking courses in school that I'm really interested in at my own leisure.*

A few students (15%) wanted to have made their major decisions and to be settled in life eight years hence.

> *...about eight years from now I would like to have settled down, probably have two kids by then and be able financially to support a family. To be in a society, to be accepted as part of society, not to be a misfit.*

Resident men (16%) also aspired to be a success or a leader.

> *The only quality I'd like to have eight years from now is be really independent. I think that's become a little bit important to me now - having security - not so much from other people but within myself... and be financially well off, be secure I guess.*

> *I'd like to have a position in society - I figure, the way I look at it is that I can do more things in a position of power than I can do in a position of rebellion - a position against the powers. If we let the non-committed type person, who's just thinking of himself gain power in society, I think we are just going to have the same problems that we have for the last hundred years. This all sounds very egotistical - but I think maybe I could do something if I had a position of authority. So that's maybe what I'm dedicating myself to.*

As in both previous years, a few students (10%), primarily commuter men (17%), wanted to be the same in eight years as they are now. However, whereas in the second year this group had included over a fifth of the resident women (21%), no resident women so responded this year.

> *I think 8 years from now if I'm the way I am right now, it would be great 'cause I want to stay young all my life - young in spirit I suppose.*

> *I'd like to have the same [characteristics] I have now. I'd like to try to perfect these a little more. I'd like to be able to do mostly what I want to do.*

As before, a few students (10%), but fewer commuter men than last year and no resident women, were unsure about what qualities they would like to have in eight years or gave responses which were uncodable.

> *I remember being asked that question and I came up with all these things. And right now I don't think I can come up with very much of anything, because I think I realize right now that I don't exactly know what type of a person I want to be...I'd just like to live for a few more years...before I even came to a point of deciding what type of a person I want to be. It might be a very poor way of looking at it, but I'd prefer to just kind of experience things and then choose, 'cause I really don't think I've experienced enough things to choose exactly what kind of a person I'd like to be.*

Desired Future Activities

General. The students were asked not only what kind of persons they would like to be in eight years, but also what they would like to be doing then. Responses were organized into categories similar to those in reporting the kind of person students expected to be. *Achievement-oriented* goals predominated slightly more this year than last (87%, 1968; 94%, 1969). A noticeable increase in such responses occurred among resident women (63%, 1968; 93%, 1969), making their percentage similar to those of the other groups (Table 7.4).

Career aspects of achievement were important expectations for two-thirds of the students, particularly resident men (72%) and commuter women (75%). A majority of the students (51%), especially resident men (72%), hoped to be involved in a job that was rewarding and enjoyable.

> *I'd like to have a job that I can use my education and whatever intelligence I have and - not necessarily a white collar job but a challenging job, a financially rewarding job.*
>
> *I'd like to, I suppose to be in a small business by myself, have something for myself that I can run and I can sort of take care of. Something I can take pride in, maybe build it up from a small company - not into something big but something that I can say, "Well, this is mine."*

Commuter women more frequently (44%) than resident women (33%) aspired to be working eight years hence, even when they referred to marriage and/or children in their plans.

Personal aspects of *Achievement* were mentioned by almost half of the students, more residents (55%) than commuters (36%). They hoped to have an active an interesting life - participating in sports, traveling, doing and enjoying new things. Of all the groups, commuter men least frequently (32%) reported these aspirations. In both years only a few men (3%) mentioned their military obligation.

> *I'd like to be doing what I'll be enjoying eight years from now.*
>
> *I'd like to be living with about fifty people on some little island off of Greece and living in a commune. What I expect to be doing in eight years from now, I'll probably still be around the University, either as a student or as a teacher-- I'm not sure which and happily married.*
>
> *Well, I'd like to travel. I like traveling, meeting people, doing different things, not the same things all the time.*

DESIRED ACTIVITIES: EIGHT YEARS HENCE Table 7.4

	% of Students				
ACTIVITY	RM	CM	RW	CW	Total
ACHIEVEMENT-ORIENTED	*94*	*96*	*93*	*94*	*94*
CAREER					
Rewarding job/enjoyable, interesting work/on the way to successful career	72	52	33	44	51
Working/working away from home/ working before, during, after marriage and/or children	-	8	20	44	16
PERSONAL					
Interesting, enjoyable life/culturally active/many activities/sports, physical activity/do new things/do what I want to be doing/ self-fulfilled/experiencing a lot	50	32	53	44	43
Through with or avoid military	5	4	-	-	3
EDUCATION					
Have degree/advanced study/continue education in general, now or after family started/learning new things	17	12	40	6	17
ECONOMIC					
Well-off/comfortable/rich/have money/ security/own property: real, personal	11	40	7	-	17
OTHER-ORIENTED	*55*	*56*	*80*	*87*	*67*
INVOLVEMENT WITH FAMILY & COMMUNITY					
Married and raising a family/be good spouse, parent/enjoying family life	22	28	60	38	35
Involved in politics/the community/ with others/serve community/work with children's groups	22	12	13	13	15
BEHAVIOR TOWARD OTHERS					
Involved with others of similar interests/have friends/be like someone (e.g., mother)	11	20	20	38	22
OTHER/DON'T KNOW	11	16	7	6	11
Total NUMBER: Students	18	25	15	16	74
Total NUMBER: Responses	45	69	28	37	179

> *Well, I'd like to attend - I love attending concerts. I occasionally attend a ballet. I mean, keeping up with changing culture.*

Educational aspects of achievement, e.g., continuing education in some form, were more important to resident women (40%) than to any other group (12%).

> *If I'm not teaching, I'll be still going to school or something. I'm convinced, being here, this is kind of where it's happening, in a way or at least where you learn about what's happening. So eight years from now I'll still have to be in contact with education.*

There were also a few (17%), primarily commuter men (40%) but no commuter women, who mentioned materialistic aspects of achievement, e.g., being well-off, having property. This had increased again, as in the second year (7%, 1967; 14%, 1968).

> *I'd like to have a good job and be able to enjoy the hobbies that I have and have a nice home. Not anything extraordinary, have a nice car. Not just the material things, but no financial worries.*

Although two thirds of the students, especially women, mentioned *Other-oriented* activities, this was less than the percentages in the previous year (83%). Thirty-five per cent of the students, particularly resident women (60%), wanted to be married, raising a family and enjoying family life.[1] The group anticipating family involvement included more women (48%) than men (25%). Involvement in community activities was desired by both sexes, but was particularly mentioned by resident men (22%).

> *I'd like to be in a position where I could really show my kindness and humanity towards people. Either, say in some kind of teaching group or something like ghetto work or something where I could really show that I care about other people and their plight.*

> *I always want to be aware of things and active in things that are going on in the community around me. Not just sit back - get married and have a family and just sit back and just live that kind of life that's sheltered from everything else.*

> *I hope to be settled in what I'll be doing, basically, for the rest of my life. And I hope that whatever it is, it's going to mean something to society, really. I have this honest desire to do something other than just be a Social Security number.*

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[1] See pp.144-45 for additional information on marriage and family plans.

About a fifth of the students (22%), especially commuter women (38%), hoped to be involved with other people of similar interests and to have many friends.

> *I still want to be with the academic - the intellectual crowd. I enjoy being with people who discuss things, intellectual things.*
>
> *...having lots of friends and being a friend to lots of people.*

A few others wished to emulate a particular person or type of person whom they considered a model to guide their future behavior.

There were also a few (11%), more men (14%) than women (6%), who were either unsure of what their eight year goals were or whose responses were uncodable.

> *I really can't say cause I'm sort of drifting now and I don't really know where I want to go. Well, what I'd like to be. I'd like to be - I'd like to have a comfortable living. I'd like to have a job that would really interest me. I'd like to be married - well maybe not.*

Career, Marriage and Family Goals. Plans for career, marriage and family were tabulated separately from, as well as together with the general listing of future activities. Also, a record was kept of which of the three topics the student mentioned first. Men clearly reflected cultural expectations. For most men (77%), career was mentioned first; the remaining men mentioned marriage first (Table 7.5). No men mentioned parenthood first. In contrast, 30% of the women, few commuter women (13%), listed career first. For 60% of the commuter women, marriage was the first-mentioned activity. Over a quarter of all the women (27%) mentioned motherhood first.

Most of the students (87%) indicated that they planned a career, although a few were vague about what it might involve (Table 7.6). Only 13% omitted any mention of paid employment when speaking of their future. This group included only one male but 28% of the women.

> *First of all I'd like to be in a line of work that I enjoy. It has limited security, but enjoyment and self-respect.*
>
> *And I want to be teaching, definitely. Teaching is a profession where I can - Once my children reach first grade I can go out and still teach, because they'll be in school, too. And I just love it.*
>
> *It depends if I have a career or if I'm married. I hope to have a career before. I think that I would feel that I've missed something if I just went from college into marriage.*

Table 7.5 FIRST-MENTIONED GOAL

	% of Students				
FIRST-MENTIONED GOAL	RM	CM	RW	CW	Total
CAREER	78	76	44	13	57
MARRIAGE	22	24	28	60	32
PARENTHOOD	-	-	28	27	12
Total NUMBER: Students	18	25	15	18	76
Total NUMBER: Responses	18	25	15	18	76

Table 7.6 EIGHT YEAR GOALS: CAREER, MARRIAGE, FAMILY

	% of Students				
CAREER, MARRIAGE, FAMILY	RM	CM	RW	CW	Total
CAREER	100	96	73	72	87
Definite mention of career	89	92	60	72	80
Career mentioned vaguely	11	4	13	-	7
Career not mentioned as goal	-	4	27	28	13
Marriage	83	76	80	78	79
Definite mention of marriage	67	56	73	67	64
Marriage as deferred goal	17	20	7	11	14
Marriage not mentioned as goal	17	24	20	22	18
Already married	5	8	27	11	12
PARENTHOOD	44	52	93	56	59
Definite mention of parenthood	33	44	80	44	49
Children mentioned as deferred goal	11	4	13	11	9
No intention of parenthood	-	4	-	-	1
Children not mentioned	56	50	7	44	40
Total NUMBER: Students	18	25	15	18	76
Total NUMBER: Responses	54	54	49	47	204

But, I think that every individual should try to develop his own capabilities before trying to make a life with someone else.

Similar to the second year, 64% of the third-year students expected to be married eight years after the interview. Men (18%) more than women (9%) expected to defer matrimony to more than eight years in the future.

> *I hope to be married. That's the main thing.*
>
> *I don't know if I want to be married or not. It all depends on if I find a woman I want to fall in love with. If I don't, then I can live an entirely different life than if I do. But, before I wanted to get married and now I think I can live without it.*
>
> *I don't know whether I'll get married or what. Right now I feel like that's the farthest thing from my mind, 'cause I think it interferes too much with everything else.*

Parenthood was a stated goal of more than half of the students, but it seemed to be most important to resident women, 80% of whom anticipated becoming mothers by that time. An additional 13% of these women expected to defer childbearing until later than that. Only 7% of the resident women did not mention plans for family, as contrasted with 44% of the commuter women and 53% of the men. Last year 69% of women commuters expected to have a family in nine years. Since 55% of the men did not even mention parenthood as a stated goal, it might be inferred that fatherhood is a less salient feature of men's perception of their future, than is motherhood for women.

> *...mostly getting married, having children. I enjoy them so much, I might as well have a few of my own.*
>
> *I should have my family complete by then. I still hope to be a housewife. I hope to be a good mother and a good wife and to have a happy family.*
>
> *I think raising a family. In 8 years I'll be what - almost 30 years old, so I think I'd like to have children and raise them to be kind kids, generous, and not selfish like some of my cousins are, and I hope they can get along with people.*

Interim Activities. For the first time students were asked what they would like to do for the period between the interview and eight years hence. These responses were overwhelmingly *Achievement-oriented* (90%) (Table 7.7). The emphasis for eight-year *achievement* was on career goals; the interim emphasis was on educational activities, primarily completing the academic preparation required for the career activities they anticipated.

Sixty percent of the students, resident women most frequently (79%) and commuter women least frequently (39%), described educational activities. Most frequently (35%), students expected to be working toward an advanced

Table 7.7 DESIRED ACTIVITIES: BETWEEN NOW AND EIGHT YEARS

	% of Students				
ACTIVITY	RM	CM	RW	CW	Total
ACHIEVEMENT-ORIENTED	*89*	*89*	*79*	*100*	*90*
EDUCATION	55	68	79	39	60
Advanced study	39	36	50	17	35
Complete baccalaureate degree	11	18	7	11	13
Continue education in general/after family or other interruption	5	14	21	11	13
PERSONAL	50	57	14	33	41
Work toward goals/goals decided/ settling on right direction, goals/settled normal life	33	21	7	28	23
Get through or avoid military	28	36	7	5	22
CAREER					
Work before or after marriage and/ or children/work away from home/ working	11	11	28	39	20
ECONOMIC					
Have money, house	-	14	7	5	9
SELF-ORIENTED	*33*	*32*	*43*	*39*	*36*
PERSONAL DEVELOPMENT					
Be involved in many activities/sports, physical activities/do new things/ doing what I want to be doing/self-fulfilled/experiencing a lot/ sexually active	33	32	43	39	36
OTHER-ORIENTED	*22*	*7*	*28*	*22*	*18*
INVOLVEMENT WITH FAMILY & COMMUNITY	17	7	29	22	17
Getting married/married and raising a family	11	7	22	17	13
Service to community/to children of community	5	-	7	5	4
BEHAVIOR TOWARD OTHERS					
Involved with others of similar interests	5	-	-	-	1
OTHER/SAME	*17*	*3*	-	*11*	*8*
Total NUMBER: Students	18	28	14	18	78
Total NUMBER: Responses	38	66	33	44	181

degree. This group included half the resident women and over a third (37%) of all the men but only 17% of commuter women. A few (13%) mentioned completing work for the baccalaureate degree; others (13%) mentioned continuing their general education or continuing after some interruption, like childbearing.

> *If I do settle on sociology, which is at least the thing that's most probable ...I'll probably be going to school for the next eight years or six years, anyway.*
>
> *For the next few - four, five, six-years, I expect to be going to school. I'd like to go for a Masters. After that I figure if I want to cop out from society a little more, I can go and try for a Ph.D. and if I decide then that there's too much I need from society and I'm going to have to become some sort of a loss and become part of society to some degree, then I figure I could go to law school or something like that.*

In another part of the interview students were specifically asked if they planned advanced study. At that time nearly two-thirds of them (81% of the residents, 50% of the commuters) indicated they were considering it; only 35% mentioned it in relation to their intermin plans. The discrepancy might be accounted for by noting that the former question was specific, whereas the latter was general, eliciting a broad range of anticipated activities. Both sets of answers reveal that resident women are most apt to plan further study, and commuter women least apt to. Generally residents seemed to have greater aspirations for advanced study.

Of those students considering continued education, 45% had come to this decision since beginning college. The most frequently cited (43%) reason for further study was that it was required for their vocational goal, e.g., dentist, professor, teacher. In addition 18% said their decision had been prompted by a realization that there was so much more to learn than they had previously thought. Others (14%) said they needed to have more time to decide their vocational goal and were utilizing graduate study as a means of postponing their decision.

> *Perhaps the biggest thing was the feeling that I hadn't learned enough...I'm hoping that graduate school is a little bit different and that you would learn more in terms of things you wanted to, because you would have a choice of perhaps, what courses you wanted to take. Perhaps narrow it down more.*

Other *Achievement-oriented* responses included personal or career activities similar to eight year goals. Twenty-three percent, including one third of resident men, were concerned with deciding and working toward their goals, both eight-year and general. A third of the men and two women mentioned military service.

> *Graduating. Sort of finding myself really. Finding out what's really me and getting more out of college than I have so far. As far as the draft goes I'll wait till that comes. The way I feel about it is, you have an obligation, really, to your country and if you're physically fit and able to, I think you should serve your country. It's really a small price to pay for freedom, I think.*
>
> *Planning my direction, pulling out the one thread that's gonna lead me where I have to go.*
>
> *Well, I definitely want to get out of the draft somehow without having to leave the country which I definitely thought of. I'm working on it but I don't know how successful I'll be.*

One fifth of the students, particularly women (34%) wanted to be working in the interim.

Some of the students (36%), especially resident women (43%) spoke of *Self-oriented* activities - those which relate to personal satisfaction or growth. They hoped to be involved in new things, things which would be self-fulfilling and which would contribute to an active, interesting life.

> *They say your teenage life - you should enjoy it. If that's what's happening, I'm going downhill from now on. So I'm going to try to do the things I should have done from 13 to 20 from now, from 21 to 30... I don't know. It's tough to come up with an answer. Sexual relationships, going to discotheques, travelling, taking movies. These are the things that I didn't have that much - hardly at all before - during my teens. I think 21 to 30 could be the best years of your life, because you're young enough to do things and you're still old enough that you're allowed to do. You're restricted by certain age limits till 21 and now you can do them. I mean it's legal to do them, I should say.*
>
> *Between now and then I think I'd like to travel an awful lot. I want to work and I'd just like to experience as much as I can.*

A few of the students (18%), very few commuter men (7%), expected to participate in *Other-oriented* activities during the next eight years, principally those having to do with establishing their own family (13%).

A look at the total picture of students' expectations for their next eight years shows that they generally aspired to the achievement of advanced degrees, an active and interesting personal life, and commencement of rewarding and enjoyable careers.

Summary

A common theme of personal and/or social development was apparent in these students' descriptions of both their present and desired future-selves. This same theme was reflected throughout much of the interview including students' most valuable experiences, their concerns, and their purposes for attending college, all of which emphasized the importance attached to personal/social development. Achievement in career, educational and personal areas was the major thrust of their intended future activities. Career goals and personal development also emerged as the most frequently stated purposes for college attendance. In general students seemed to perceive their university experiences as facilitating both these general goals.

POSTSCRIPT

At the end of the interview students were asked, "Have you any other comments you would like to make about your University experience so far, or about differences between this year and last?" Nearly three-fourths (72%) of the students had comments to make.

Over a third, especially resident women (46%), used this opportunity to refer to their increased maturity and personal development over the last three years (Table 8.1). Two residents felt that their development had not been as much as it should have been, but most students felt that their experiences had contributed to, or accelerated, their personal development and maturity.

> *I can see a real change in myself right now. Especially from when I was a freshman. I was so young then in more ways than just age.*
>
> *The only thing I'm really happy about is me, expanding myself and seeing things a lot different than coming up here as a naive freshman. That's, I think, the main contribution that the school's given to me. I'm real happy for it.*
>
> *I know there are differences...but I don't feel like a different person, but I know I look at things differently. I think it's just maturing and being here. I can see myself as a freshman running up and down the hall, because the freshmen still do that and I say, "Oh, wait till they're sophomores and juniors and let them see how ridiculous it is," but it is part of being a freshman and it's a lot of fun, but I wouldn't think of doing things like that anymore. And you just get into a groove and you do things the way - you're used to it now. You don't jump out and run and do everything, but you get to see the things that you want to see.*
>
> *It's all been a lot of fun. I'd do it again, the exact same way I think because it taught me a lot and this is where I grew up. It's like my second home.*

Other students, (25%) discussed specific events which had occurred during their junior year. Men, especially resident men (27%), were more likely to comment on current campus events than were women. References were made to the disruption of University routine, including teach-ins, and student demands for changes.

Table 8.1 ADDITIONAL COMMENTS

	% of Students				
TOPICS	RM	CM	RW	CW	Total
PERSONAL DEVELOPMENT/MATURITY	*36*	*33*	*46*	*33*	*38*
References to beneficial effects of college years	27	33	38	33	35
References to insufficient development	9	-	8	-	3
COMMENTS/QUESTIONS ABOUT INTERVIEW STUDY ITSELF	*55*	*29*	*15*	*20*	*29*
SPECIFIC THIRD-YEAR REFERENCES	*27*	*16*	*31*	*33*	*25*
Current events: teach-ins/student demands/radical, activist types/ changes	27	12	3	-	14
Increased academic, social involvement this year/enjoyed this year especially	-	4	8	33	11
FUTURE	*9*	*34*	*23*	*14*	*23*
Uncertainty, anxiety about, decisions, goals	9	21	15	7	15
Immediate future plans	-	13	8	7	8
CRITICISMS OF SOCIETY OR EDUCATIONAL SYSTEM	*22*	*8*	-	*7*	*8*
OTHER	-	*13*	-	-	*5*
Total NUMBER: Students	11	24	13	15	63
Total NUMBER: Responses	16	33	15	15	79

> *Yeah, I think the only thing, has to do with very current events and that's with the dissent on campus and everything and I think it's the greatest thing that's ever happened....as a result, the teachers are changing. They really are. It's going to be a radical upheaval in the structure of the college, I think ... ..It was very beneficial, very good.*

For women commuters (33%) particularly, it was their increased personal involvement and enjoyment, either academic or social, that was emphasized in their comments about their third year.

> *I guess the biggest difference between this year and the other two years is that I'm becoming more involved in the university. I was really the typical apathetic student before, because I didn't really care. These few radical groups who would spout off and everything, I'd always think they're wrong. They're just being radical. And, I guess that's the biggest change, I've just learned to listen.*
>
> *It's just that my junior year, was really two different stories. Last year was so pressure-filled and I thought I was really at the point where I'd break, where I couldn't hack the work anymore, but after this year, I still see there's work to be done, but now I've taken on a basis that it's enjoyable which it really wasn't because last year there were definitely courses which I disliked immensely but this year it's really college like college should be, which I don't think should be filled with pressures and anxieties like lest year definitely was.*

A third topic was the future. As they approached graduation, a few students, especially male commuters (21%), said they felt anxiety and uncertainty as they faced the necessity of making decisions about their goals. Residents blamed their impending graduation for forcing them to make decisions they did not feel ready for or want to have to make. Commuters, on the other hand, felt that they should be ready to make such decisions and if they exerted themselves sufficiently they could come to necessary decisions.

> *Indecision or uncertainty, whatever you want to call it. I haven't really found myself yet, I guess.*

A number commented on their plans for the immediate future including summer activities, marriage, applying for readmission to SUNY/B or January graduation.

A few others, especially resident men (22%), had criticisms of society or their education, and three spoke of personal problems.

Over a fourth of the students (29%) commented on or asked questions about the interview or project. Some were curious about the mechanics of the study, including who would receive the reports; others made positive comments about the interviews and found them a valuable experience.

> *I think those questions you asked me do a pretty good job - they make you talk about things over and over again. They make you talk about the way you've changed and the way the University has affected you and the way everything has affected you in the past year, and the whole point is that you just realize that you've changed...*

> (Cont'd.) *or that you're changing. They make you just feel it and you know it. I never thought I would realize the change. I always wondered what people meant when they said you grew up or you're growing up. But now it's funny. You just feel it and you can realize it.*

Students seemed to feel that the third year at SUNY/B was of particular significance because of their increased awareness of the potentialities of the college experience, enthusiasm toward their academic experiences, and recognition of their personal growth.

SUMMARY

This report, part of the Biography of a Class research project, is the fourth of a series based on interview data. It presents students' reactions to their third year of University experience, their opinions about the University environment, involvement in University life, attitudes toward faculty and course work, changes in specific attitudes, their self-descriptions, concerns, motivations and future goals. The sample on which this report was based consisted of all but thirteen students in the initial group of 100 randomly selected from the 1894 Freshmen who entered SUNY/B in September, 1966. Of the 87 interviewed for this report, eleven had withdrawn from school (vs. 7 in 1968) and seven had transferred elsewhere (vs. 5 in 1968). Those who could not be reached for interviews included two male residents, four male commuters, five resident women and two commuter women.

This report is based on responses of students during the second semester of the 1968-69 academic year. Open-ended questions were used to permit maximum flexibility in student response.

By the third year every student was committed to a specific major. The number of students in Social Sciences and Administration had increased again so as to include nearly half of the students. This faculty was the most frequent choice of all groups except commuter women who most frequently chose majors in Arts and Letters.

Most students, especially women, had not changed their major during the year although a few were considering a change. Two-thirds of the students, especially commuters were pleased with their choice, including some who were really enthusiastic. About a third of residents were not satisfied with their choice of major, but, curiously enough, few resident men and no resident women indicated that they were considering a change.

Most students reported that their third year courses were different from those of their first two years. These differences were usually identified with the change-over from general courses to coursework in their major. Their "upper-level" courses were described as smaller, more interesting, less general and having increased professorial interaction and personalization. Although most students also found the work harder or more demanding, they usually found that it was also more interesting, and they seemed to enjoy the increasing challenge. On the contrary, almost a quarter of the students, especially resident men, reported finding the work easier than before, and a few described it as the same level of difficulty.

Most students reported that there was academic competition at the University. Some of these students, especially commuters, found the competition to be stimulating and regarded it as a criterion of a good university. Resident men generally reported being more aware of competition than previously. One observation was that there was increased competition among majors - none of whom wanted to settle for a "C". About a third of the students deplored the pressures of competition and constant emphasis on grades and curves which they felt were counter-productive to learning. Some students said that although there was academic competition here, they had learned to ignore it and felt it was up to the individual to decide whether or not he wanted to compete.

Again, students were generally positive in their attitude toward faculty. Most described faculty as knowledgeable in their subject areas. Not as many, but still a majority of students, felt that faculty were competent in their ability to communicate with students. About a third of the students described problems arising from faculty's inability to communicate well.

Most students described some kind of after class or non-classroom relationship with faculty. Nearly half described academically-oriented activities: after class, in faculty offices or at departmental gatherings. Another 38% reported having personal or social relationships with faculty; they met them on or off-campus in spontaneous or planned social occasions. Even more than in the previous year, students indicated that they would like to know faculty on a personal basis; however, not all were convinced that personal relationships were really feasible or necessary.

Student reaction to proposed academic changes was generally favorable. Residents especially were enthusiastic about the Satisfactory/Unsatisfactory grading option. The four-course load proposal was not as well received because women, especially resident women, were negative about the possible effects of such a change. They expressed doubts about the increased work load and were concerned about obtaining sufficient electives if only four courses were the standard course load.

Most of the students had vocational plans but, similar to their freshman year, one quarter were still undecided. Teaching at various levels was the most popular choice of all groups except resident men whose most frequent occupational choice was dentistry.

In the order of frequency, the SUNY/B atmosphere was described in the following terms: a) presence of awareness characteristics, e.g., liberal, open, exciting, politically active, diverse; b) lack of propriety, e.g., tense, radical, troubled, rebellious, confused; c) lack of community, e.g., impersonal, uncaring, large, crowded; d) presence of community, e.g., warm, friendly, cooperative; e) presence of scholarship, e.g., wide variety of courses, interesting faculty, strong academic emphasis; f) lack of practicality, e.g., campus differs from real world, lack of rules and restrictions; g) lack of awareness, e.g., apathetic, reactionary.

Most students, especially commuters, found the University environment to be conducive to their maturing. The environmental characteristics most often cited as contributing to maturity were the opportunity for individual freedom and responsibility, the exposure to diverse people, activities and ideas, the encouragement to take a stand, decide what kind of person one is, living with and learning to interact with other people, and the exposure to the intellectual world of ideas and information. About one-fourth of the students noted that the University had aspects not conducive to maturing, namely, that it was not like the real adult world and was the locus of immature or childish groups and activities.

Many students felt that the University experience could be more meaningful. About as many as in second year discussed academic improvements which might be helpful. However, nearly half seemed to feel that the experience could not be made more meaningful for a person. Rather, they felt that a person must want the experience to be meaningful or they described some changes in themselves or their behavior which could have made the experience more meaningful to them personally. Most frequently these recommendations had to do with becoming more involved in the non-academic aspects of the University environment.

Similar to the second year, about half the students participated in some campus organization. This included many more residents than commuters and more women than men. In addition, campus events like concerts, movies and teach-ins had been attended by 61% of the students.

The number of employed students increased again the third year. It now included nearly two-thirds of the commuters and one-third of the residents. Typically residents were employed on-campus and worked fewer hours than commuters, who were generally employed off-campus. This year, for the first time, about a fifth of the students, again more commuters, reported that employment was financially necessary to their staying in school. Nearly half of those working enjoyed the social aspects of being among people.

A majority of students would like some student participation in decision-making at the University. Most would like either an advisory role or a share in making decisions. A few would like complete student control, and some would be willing to leave it up to the faculty/administration. Generally their justification stressed that the involvement of students in the results of decisions ought to entitle them to some input when decisions are being made. The amount of student input desired varied for specific topics, for example, they would like to share control of general and curriculum decisions but were more willing to have an advisory role in faculty hiring and tenure decisions.

Nearly half the students, twice as many as second year, were living in apartments. Their reaction was generally favorable, and they reported that their living arrangements were conducive to studying and had increased their social life. Privacy, freedom from restrictions, independence, and personal responsibility were frequently-cited advantages. Apartments would be the preferred living arrangement for a majority of third year students, perhaps because an apartment seems to symbolize the autonomy and social freedom students desire.

Only eleven students, including one male, remained in University residence halls at SUNY/B in the third year. All had favorable comments to make, especially about the social aspects of dorm life as well as the convenient location. However, half also commented that dorms were noisy and made studying difficult. Sixteen percent would prefer to live in an apartment.

Students living at home were not as positive about their living arrangements. The major benefits were freedom from restriction, a greater opportunity to be a part of the non-university community, good study conditions, and financial advantages. On the other hand, about a third of the students complained of noisy distractions and temptations not to study at home. Some also felt restricted socially, made fewer University friendships and hesitated to invite people home with them. Nearly a third would prefer an apartment, and a few would like to try living on campus.

Fewer students each successive year reported changes in family relationships. Typically the students reporting change described themselves as more independent, that parents were acknowledging their maturity, and that relations were increasingly based on mutual respect. A few reported that relations had improved after a crisis or misunderstanding. Others reported negative changes. They were drifting apart from their families or did not see much of them in order to avoid unsettled conflicts and arguments. Commuter women reported having difficulty in establishing their independence, in securing freedom from parental restrictions.

About half of the students reported no change this year in their general attitudes. The most frequent direction of change was toward greater tolerance and a broadened perspective of viewing people and issues. Some students reporting no change, as well as a few students reporting change, stated that they had now more fully articulated their own values; their convictions were now self-determined.

Although fewer than the previous year, nearly two-thirds reported some change this year in their attitude toward people. As previously, the most frequently mentioned direction of change was toward increasing tolerance and acceptance of other people and views. About a fifth described themselves as more realistic or less trusting of people; nearly as many said that they now judged people more easily. A number of students, especially men, reported very little change this year; their attitudes were apparently fairly settled by the third year. Most of those who had not changed did not discuss their attitudes, but those who did most frequently said they had already been tolerant of others.

Similar to the second year, slightly more than half of the students reported some modification this year of their attitude toward religion. A comment given twice as often this year as the second year, was that they had achieved a personal religious belief that differed from the beliefs of traditional organized religion. Almost as many students said they were questioning traditional beliefs. A few had criticisms of organized religion or had simply lapsed into being less observant of religious practices. Of those students who reported no change in their attitudes, half did not elaborate. A few, especially men, commented that religion had never been of importance to them.

Three-fourths of the students reported no change this year in their attitudes toward sex, and nearly half did not elaborate further. They apparently had established their values and no longer seemed interested in discussing them. The most frequent comment had to do with being tolerant of the actions of others and preferring to leave the option of sexual activities entirely up to the individuals involved.

In contrast to second year, a majority reported no change this year in their attitude toward drugs. The opinion of those who had not changed was generally negative about the use of drugs although a few said they had always been tolerant and open-minded. Among those students who had changed their attitude, mostly residents, the most frequently mentioned direction of change was toward increasing tolerance of drug users; they no longer condemned them. Resident men in particular expressed curiosity about drugs. A number of students made positive comments about marijuana and negative comments on the laws governing drug use, i.e., the laws were unfair and thereby encouraged a contempt for law generally.

Very few students reported any modification in attitude toward smoking or drinking. The prevailing reaction toward smoking was negative even by those who did smoke. The prevailing reaction toward drinking was positive. Nearly half did not indicate whether their attitude toward drinking had changed.

About two-thirds of the students reported having changed, at least to some extent, their ideas about the purpose of a college education. Vocational purposes continued to be the most frequently mentioned ones. The next most frequent stressed self-development, i.e., becoming a better person, broadening oneself and one's perspectives. Men were more likely to give the vocational; resident women, the self-development response.

A major value of the University experience, especially for residents, was the opportunity for personal development: learning to understand one's self and capabilities better, and for independence, by being on one's own. Another value, especially for commuter women, was the opportunity to meet many people and to develop personal relationships. Discovering differences, especially through having an opportunity to discuss differing points of view, was also of value to some students.

Concerns of students were generally academic or personal. The former included concern with grades and averages and getting through school; the latter, relationships with others, especially family or close friends, and solving personal problems. Future choices of action worried some students as did social issues, which generated a desire to help solve these problems. Financial needs were of concern to commuters especially.

The self-descriptions of most students were expressed in *self-oriented* terms. Resident women were most likely to describe themselves as relaxed, patient, contented or as disorganized, impatient, moody. Men described themselves in ethical terms, and as relaxed, patient and self-confident, realistic. Commuter women's self-descriptions were similar to the men's pattern; also, they were the group who gave the most *achievement-oriented* self-descriptions, especially in characterizing themselves as ambitious and goal-directed. Many students in each group mentioned *other-oriented* characteristics. Some, especially residents, described themselves as outgoing, affectionate, understanding or as nice guys, interesting, easy to get along with. Other descriptions given by a few students included tolerant, independent and hard to get along with.

In general students held positive self-perceptions. A majority were very satisfied with themselves as persons although some felt a need for continued development. A very few were generally dissatisfied at the time of the interview.

In eight years the students aspired to be more sure of themselves, able to relate well to others, to have a positive outlook, be mature, organized, aware and responsible. *Self-oriented* descriptions were the most frequent except among resident women. Equally important for them were *other-oriented* responses. Commuter women were less likely than the others to give *achievement-oriented* descriptions.

Desired activities for eight years hence were overwhelmingly *achievement-oriented.* Students aspired principally to have rewarding, interesting jobs and interesting, active lives. Continued intellectual interests, especially some form of education, were important for resident women. A number of commuter men wanted to be well-off and have security. *Other-oriented* activities were more often listed by women than men. Resident women emphasized only involvement in a family role; commuter women wanted to be more widely involved with other people.

Most students planned careers and many expected to be married; nearly half anticipated having children within 8 years. The priority of eight-year goals for most men was clearly career first, although some of them mentioned marriage first. For nearly half the resident women, career plans were also listed first. A majority of commuter women mentioned marriage first, although some mentioned motherhood first and a few, career.

Most interim activities were *achievement-oriented* especially for commuters. Advanced study, working toward goals, careers, and getting through or avoiding military service were among the most frequently mentioned plans of students. *Self-oriented* responses focused on personal development. *Other-oriented* activities including marriage and family were also mentioned by a few in each group but few commuter men.

APPENDIX A

CODING METHOD

The method used to analyze the data of this study was similar to that used in previous reports of this project, except for the method of coding. The method used to code the interview data was developed from a model designed by Patricia W. Cautley for A Study of Predictors of Success in Foster Care.[1]

Two groups of students are involved in this project: one group chosen from the entering freshman class of 1966, and the other from the entering freshman class of 1967. Data from the second group is used to validate general hypotheses based on data from the first group.

At the time that it was decided to introduce a new coding system, data from the first group's first interview had been analyzed and the results published[2] and data from their second interview were being coded by the original method. The new coding system was to be used initially with data from the second group's second interview, and categories were to be derived from the first group's second interview.

A rough draft of a code book was prepared. The draft was submitted to the research staff for review and criticism, and their suggestions were incorporated into a revision. During the revision process, a number of the interviews were coded by the new method, and mechanical improvements were made (e.g., changing the number of columns per question). By the time the code was ready for use, two graduate assistants had been trained as coders and were familiar with both the mechanical aspects of coding and the distinctions between category definitions. While the coders listened to the tape recording of the interviews, they recorded code numbers in the appropriate columns of IBM sheets. The accuracy of coding was checked at regular intervals; initially every fifth tape was coded by another coder, later every tenth tape.

When the decision was made to apply this coding method to data from the first interview group (1966), the same process was used to construct a code book and code the responses of the first group's fourth (junior) interview - that reported in this study. In this case, the code book was developed from a preliminary survey of responses from the same group's third (sophomore) interview. Additional codes were provided for responses to new questions and for differences in responses between juniors and sophomores.

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[1] Cautley, Patricia W., A Study of Predictors of Success in Foster Care, supported by a grant from the Office of Research and Demonstrations, SRS, DHEW, to the Wisconsin Department of Health and Social Services from July 1968 through June 1973.

[2] Procedures for coding and dimension development are described in Kubiniec, C.M., Wyant, H.S., and Alberti, J.M., The University Experience--The First Few Weeks, 1966 Freshman Class Interview, Study 1, p.5.

The coded data for this study were retrieved from the coding sheets by hand, then categorized, and analyzed in the manner used in previous studies.

One of the advantages of the new coding system is that coding can be iniated while transcripts are being prepared. Another advantage is that a computer can be used to facilitate the compilation and sorting of data for tables. A third advantage is that the way in which the data are stored. facilitates the retrieval of specific information for future studies.

A disadvantage of this system is that there maybe a somewhat greater loss of individuality of response since the code categories are preconstructed. Another disadvantage is that although the system was intended to eliminate the necessity of transcripts because of the time, expense and inconvenience involved in typing, proofreading, coding, and handling them, actually the transcripts proved to be invaluable. They were used to insure appropriateness of the grouping of responses for categories in tables. They were also used to select quotations to illustrate the dimensions reported in the text and tables and to portray the individuality of student responses. These procedures were easier to accomplish with the visual data in the transcripts than with the aural data on the tapes.

In order to provide easier access to data on the tapes, to explain the responses coded "other", and to maintain a concise record of data which reflect the individuality of response, "comment cards" were made for each student. The coder made notes on these cards of any, and hopefully all, of the interesting, quotable, or uniquely personal statements made. Inch readings of the tape were recorded and labeled on the comment card by means of a topic identification system, e.g., f=faculty comment. At the end of the final code sheet, space was provided to list these topic identification letters for storage with the rest of the coded information. Comments recorded on the cards can be retrieved either from cards or by computer retrieval. Initially the comment cards were expected to be brief notes of possible quotations or unique responses. As the coding progressed, however, the comments recorded increased in both length and number until they developed into a composite description of the student. The comment cards were consulted frequently during the writing of the study, and were also available to the interviewer for reference prior to the senior interview.

A reliability study was made to assess the consistency of coding both the number of responses and the classification of responses. Results indicated 97% agreement among coders on size of response pool and 95% agreement on classification of responses.

APPENDIX B

1969 JUNIOR INTERVIEW SCHEDULE

1. Do you have a job now?
    If so: What?
        Where?
        Hours?
        Financially necessary?
        Interfere - academic, social life?
        Other than financially, does working contribute to your life personally, socially, academically?

    If not: Do you think it would interfere with your academic or social life?

2. What is your feeling about the purpose of a college education for you now? (Social, personal, intellectual, vocational)
    Is this a change in thinking?
    If so: How?
        What influenced it - personal, social, academic?
        When?

3. Do you have the same major as you did a year ago?
    If so: How do you feel about it now?

    If not: What influenced the change?
        When?
        How do you feel about it?

4. What is your ultimate vocational goal?

5. How do you feel about your courses now?
    Do you feel they are relevant?
    (Do they relate to your interests in the university or out of it?)
    (Do they contribute to your life in any way?)

    If so: In what way?

    If not: Why are they not?

    Are they different from the first two years?

6. What do you think of the faculty now?
In your junior year, have you found them to be competent as far as:
(a) Knowing their subject matter?
(b) Ability to communicate?

(Why? Proportion - good/bad.)

7. What kind of relationship do you have with faculty members either academic or non-academic?
What does the relationship contribute to you?

8. What kind of relationship would you like to have with faculty members?

*9. How do you feel about the change in academic rules?
(a) 4-hour courses
(b) pass/fail
(c) basic and distribution requirements

*10. How do you feel about student participation in policy-making at a university?

11. How would you describe the atmosphere of the university?
How is it manifested?
How do you feel about it?

12. Do you find it competitive here academically?
How do you feel about it?

13. Is the environment of the University conducive to your maturing?
For what reasons?

14. What do you feel has been of most value to you since you first came to the university - whether or not it has anything to do with the university itself.

15. Are you involved in organizations this year, either on or off campus?
Is this different from last year?
How do they (does this) contribute to your life, - personally, socially, academically?

16. Do you attend activities such as athletic events, concerts, dances or lectures either on or off campus?
    - Is this different from last year?
    - How does this contribute to your life personally or socially or academically?

17. What are your living arrangements now?
    - How do you feel about them?
    - How does this situation affect your life, personally, socially, academically?

18. How would you describe your relationship with your family now?
    - Is this a change?

    If so: In what way?
    What contributed to the change?
    When did it occur?

19. Have your values changed since last year at this time?
    In what way?
    What influenced the change?
    When did it occur?

People	Religion	Use of Drugs
Education	Sex	Smoking/drinking

For each area: In what way?
What influenced the change?
When did it occur?

*How do you feel about the change(s)?

20. How would you describe yourself as a person?
(What qualities do you have?)

(If stuck: How would your best friend describe you?
Is this how you see yourself?)

*21. How do you feel about yourself?

22. What qualities and characteristics would you like to have 8 years from now?

23. What would you like to be doing 8 years from now?
(vocational, personal, social, avocational)

*24. What would you like to be doing between now and then?

25. What are your concerns now?
    Academic?
    Non-academic?

26. Have you any more comments to make particularly about your total experience this year in relationship to last?

BIOGRAPHY OF A CLASS QUESTIONNAIRE

FOR MEMBERS OF THE GROUP NO LONGER ENROLLED AT THE UNIVERSITY

1. When did you leave the University?
   For what reasons?
   How do you feel about having left? Why?

2. How do you feel now about the value or purpose of a college education for you?
   Is this different from what you felt about it before you went to college?
   While at college?
   If so:
   (A) How is it different?
   (B) What influenced the change - (personal, social, academic?)
   (C) When did the change occur?*

If you have enrolled in a different college or university, complete question 3-A.
If not, go to question 3-B.

3-A. -(a) How many courses are you taking?
(b) Do you have the same major?
If so:
(A) How do you feel about it now?
(B) Did you have all the help you wanted in selecting it?
(C) What was of most help?
(D) Was there some form of help you would like to have had but did not?

If not:
(A) What influenced the change?
(B) When did you decide to change?
(C) Did you have all the help you wanted in selecting it?
(D) What was of most help?
(E) Was there some form of help you would like to have had but did not?

3-B - What are you doing now?
How do you feel about it? Why?

* When questions are asked about change or time, we realize that change sometimes occurs so gradually, you cannot specify a time even generally. Sometimes, although the change is gradual, the awareness of it occurs at a fairly definable time. We are interested in knowing in which way it occurred, and if possible, when.

4. What is your ultimate vocational goal?

5. Did you feel that the courses you took at SUNYAB contributed to you in any way?
   If so: in what way?
   If not: for what reasons?

   FOR TRANSFER STUDENTS: How does this compare with your present course(s)?

6. How did you feel about the faculty at SUNYAB?

   FOR TRANSFER STUDENTS: How does this compare with your present faculty?

7. How would you describe the atmosphere at SUNYAB?
   How was it manifested?
   How did you feel about it?

   FOR TRANSFER STUDENTS: How would you describe the atmosphere at your present school?
   How is it manifested?
   How do you feel about it?

8. Did you find it competitive at SUNYAB academically?
   How was this manifested?
   How did you feel about it?

   FOR TRANSFER STUDENTS: How does this compare with your present school?

9. What is your opinion of student participation in decision making at a college or university? Why?

10. Did you feel that the environment at SUNYAB was conducive to your maturing?
    For what reason(s)?

11. What was of most value to you in your experience at SUNYAB?
    For what reason(s)?

12. Were there ways in which your experience at SUNYAB could have been more meaningful?
    If so: In what way?

13. Are you now involved in organized activities - social, cultural, political, religious, community, athletic, academic, - other?
    If so: What?
    What does this contribute to your life?

14. Do you attend events - social, cultural, political, religious, community, athletic, academic, - other?
    If so: What?
    What does this contribute to your life?

15. What are your living arrangements now?
    How do you feel about it?

16. How would you describe your relationship with your family now?
    Is this a change from last year?
    If so:
    (A) In what way?
    (B) What contributed to the change?
    (C) When did it occur?

17. Have your values changed since last year?
    (A) In what way?
    (B) What influenced the change?
    (C) When did it occur?
    Please include the areas of:

Education	Sex	Use of drugs
People	Religion	Smoking
		Drinking

18. How do you feel about the changes that have occurred?

19. How would you describe yourself now as a person?

20. How do you feel about yourself now?

21. What are some of the qualities you would like to have when you are twenty-seven or twenty-eight (not necessarily different from those you have now)?

22. What would you like to be doing when you are twenty-seven or twenty-eight - vocationally, socially, personally?

23. What would you like to be doing between now and then?

24. What do you expect to be doing between now and then?

25. What are your concerns now?

26. Have you any more comments to make, particularly about your total experience since you left the University compared to the time you were at the University, and your feelings about it?